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ABSTRACT

This guide contains lesson plans for conducting career education activities that were developed to help elementary, middle, high school, and adult students achieve the following 12 competencies covered by the National Career Development Guidelines: (1) knowledge of the importance of self-concept; (2) skills to interact with others; (3) awareness of the importance of growth and change; (4) awareness of the benefits of educational achievement; (5) awareness of the relationship between work and learning; (6) skills to understand and use career information; (7) awareness of the importance of personal responsibility and good work habits; (8) awareness of how work relates to the needs and functions of society; (9) understanding how to make decisions; (10) awareness of the interrelationship of life roles; (11) awareness of different occupations and changing male/female roles; and (12) awareness of the career planning process. Activities are divided into four sections by instructional level (elementary, middle, and high school or adult). Each section begins with a listing of competencies and indicators for the given instructional level. Within each section, activities are arranged by competency taught. Each lesson plan contains some or all of the following: activity title, competency covered, summary, handouts/materials needed, pre-post question, and procedure. Masters of each activity are included. (MN)

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CAREERS NOW!

MAKING THE FUTURE WORK

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Activities Manual

BASED ON THE NATIONAL CAREER DEVELOPMENT GUIDELINES

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Careers Now!
c/o Port Angeles High School Career Center
304 East Park Avenue
Port Angeles, WA 98362

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CAREERS NOW! ACTIVITIES MANUAL

Edited by Anton Lee Wishik

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Please address comments and inquires to:
Anton Wishik
Occupational Information Specialist
Port Angeles School District 121
304 East Park Avenue
Port Angeles, WA 98362

INTRODUCTION

Careers Now! is a special project of the Port Angeles community designed to implement the National Career Development Guidelines.

The project began in the fall of 1989, when several state agencies sought a community in which to implement the guidelines. The guidelines previously had been utilized in numerous school districts but not throughout a community.

Several meetings of community leaders were held in late 1989; those leaders decided to apply for a grant of $35,000 provided through the agencies listed above. The grant was awarded and administered by a steering committee of community volunteers.

By June of 1991, Careers Now! had trained 75 "facilitators" who had helped more than 3,000 persons achieve various guideline Competencies. The facilitators include education professionals, social service personnel, government officials, business leaders, dislocated workers and community volunteers.

Persons from kindergarten through senior citizen received training.

While the grant period has expired, the project continues. Careers Now! started a Job Club for dislocated workers in the Port Angeles area, and offered additional facilitator training. This manual, now in its third printing, is intended to be a lasting resource of Careers Now!

HOW THIS MANUAL WORKS

Please take a moment to review the following explanations and assumptions used for the Careers Now! manual. They are presented in short sections with titles in alphabetical order.

ACTIVITIES -- WHERE DID THEY COME FROM?

Many of these activities were created or provided by facilitators in the Careers Now! project. Others were adapted and borrowed from career development manuals produced by school districts, state agencies, universities and state Occupational Information Coordinating Committees. The editor reviewed numerous manuals supplied by the Northwest Regional Education Laboratory in Portland, Ore.; Careers Now! thanks the laboratory for permission to use said materials. Materials reviewed were from:

Chicago Public School System
Farmington Public Schools, Farmington, MI
Grand Forks Public School System, Grand Forks, ND
Iowa Department of Education
Kentucky Department of Education
Maine Department of Education
Michigan State Board of Education
Mississippi State Department of Education
Nebraska Department of Education
North Dakota Department of Public School Instruction
Northwest Regional Educational Laboratory
Olympic Job Training Center, Port Angeles, WA
Port Angeles School District, Port Angeles, WA
Portland Public Schools, Portland, OR
South Carolina Department of Education
Southwestern Michigan College
U.S. Department of Labor
Washington State Board for Vocational Education
Washington State Superintendent of Public Instruction

COLORS

The 12 Competencies for each age-group section are color-coded for quick access. The color assignments by Competency:

1 -- Ivory
2 -- Orchid
3 -- Salmon
4 -- Canary
5 -- Green
6 -- Gray
7 -- Gold
8 -- Blue
9 -- Buff
10 -- Pink
11 -- Green Tint
12 -- Tan

DISCLAIMER

While these activities are designed to fulfill the Competencies of the National Career Development Guidelines, they have not been reviewed, approved or endorsed by the National

Occupational Information Coordinating Committee or the Washington State Occupational Information Coordinating Committee.

ERRATA

If you discover content or typographical errors, please send a note to Anton Wishik.

FACILITATORS

Many of the activities in this manual were created or submitted by Careers Now! facilitators, each of whom completed three days of guidelines training. The facilitators:

Anne S. Allen
Sharon Bailey
Gary Beatty
Jerry Bender
Barry Burnett
Lance Callin-Young
Peter Cavanaugh
Teresa Clemmons
Paul Coover
Suzanne DeBey
Mary Lynne Derrington
Dennis A. Duncan
Dorothy Duncan
John Durandetta
Merle Eels
Phyllis Elliot-Carey
William Ellis
Margaret S. Filkins
Howard Fisher
Mike Frick
Riena Gilbertson
Tom Goetz
Billie Grauberger
Thomas Gray
Luisita Haas
Arcella Hall
Britt Hemphill
Laura Hilzendeger
Mary Holden
Samson O. Hoschar
Diane R. Johnson
Patrick Kane
Wiley Kehrli
Karen King
Marla La Chester-Baker
Lois Larson
Donald E. Leavitt
Bernie Lenoue
Dennis Longmeier
Val LoPresti
Diana Losch
Sheila Martin
Nancy Martin
Janet Marts
Patrice Matland
Kayleen McConnachie
Kathy McFadden
Arlene Morganroth
Douglas K. Moulton
Prudence Nathan
Don Owens
Carolyn P. Peacock
Linda J. Pedlar
Murile Pender
Jean Petit
Marge Pieratt
Marilyn Poisel
Linda Robison
Caralee Rupprecht
Kathleen Schmidt
Linda Sexton
Russell A. Smith
Gary D. Stocker
Linda Stocker
Robin L. Sweeney
Delores R. Wallace
Judy Ware
Jim Warner
Judi Wear
Robert J. Wienecke
Kristi Widsteen
Bob Willicut
Anton Wishik
Donna Withers
Jack Wright

GROUPS

Users will note a strong preference for group work, even for activities which seem designed for individuals. Without the use of a lot of outside reference material, many of these activities rely on the knowledge base of the group itself. Group members are asked to assist, confirm and question the results produced by individuals. This methodology enhances the chances for accuracy.

GUIDELINES -- WHERE DID THEY COME FROM?

The National Career Development Guidelines were developed by a federal agency, the National Occupational Information Coordinating Committee, and are endorsed by the American Association for Counseling and Development, the American School Counselor Association, The American Vocational Association Guidance Division, The Association of Computer-Based Systems for Career Information, the Council of Chief State School Officers, the National Association of State Career Development/Guidance Supervisors, The National Association of State Occupational Information Coordinating Committees, and the National Career Development Association.

The first version of the guidelines was published and implemented in 1988, with a revised set in 1989.

INDEX FOR MASTERS

The index at the beginning of the Masters section is designed so users can move from Master to Indicator, in addition to the more expected method of Indicator to Master.

The index lists each master in numerical order, followed by the Competencies for which it is used and the title of the handout. This allows the user to peruse the masters, find one that seems appropriate, and discover what Indicators describe activities using that master.

INDICATOR FORMAT

Each Indicator page lists at the top the age-group section (EL, MS, HS, A), the Competency, and the Indicator. That information is repeated in the page number in the middle of the bottom of each page.

Each page includes:

Title: A "headline" for the summary.

Summary: A description of the activity.

Handouts: A list of masters for the activity.

Pre-Post Question: A question to be asked before and after the activity in order to measure Competency achievement.

Special Materials Needed: Materials you need for this activity other than pen, pencil, paper, chalkboard and chalk. (Chalkboards are listed as special materials in the adult section.)

Procedure: A step-by-step procedure for performing the activity.

LANGUAGE -- APOLOGIES TO ALL ENGLISH TEACHERS

The editor is well aware that plural pronouns — they and their — are used in this manual to denote the singular. This grammatical faux pas was selected as preferable to using singular male pronouns (discriminatory) or "he/she" (awkward). The manual is written in a conversational style. Forgiveness is requested.

MASTERS

Many of these masters may be used for activities of your own design. Creativity is encouraged.

ORDER -- IT HELPS TO GO IN ORDER

Because the Indicators are cumulative, some activities require completion of activities for prior Indicators and Competencies. Prior activities are frequently mentioned in a "note" at the beginning of the "Procedure" section.

OTHER SECTIONS MAY HAVE ACTIVITIES FOR YOU, TOO!

While the activities were selected for age-group levels, there are numerous activities in the other sections which could work for your client population. Checking the same competency in adjacent sections may reveal additional useful activities.

The Indicators — and thus the activities — get more complex as the participant's age increases.

PAGE NUMBERING

Pages are not numbered in the traditional way. In the first four sections — the Competencies for the four age groups — the page numbers reflect age group, Competency and Indicator. Thus, EL-III-5 means the Elementary Section, Competency III, Indicator 5. That way you always know where you are.

In the last section, the activity masters are ordered 1-121, with letters added to show how many originals for each master. Thus, originals numbered 3-A, 3-B and 3-C are the three pages of master number 3. On the color-coded Indicator pages, that master would be listed by title followed by "(3 A-C)" under "Handouts."

The masters are not in any special order other than the order in which the editor discovered them.

PARENTS -- WHY THEY ARE SELDOM MENTIONED

Very few of these activities involve parents. This is intentional in recognition of today's family structure — or lack of it. Many of the activities reviewed for this manual assumed two-parent households with at least one employed parent. They also assumed cooperative parents who are willing and able to help their children with schoolwork and career development activities. Unfortunately, those assumptions are not true in many households.

If your group is more fortunate, involve parents, by all means.

READING LEVEL

Most of the activities assume that participants can read and write. There are a few elementary activities for non-readers. The career development needs of non-reading adults are beyond the scope of this manual.

RESOURCES -- NO ADDITIONAL RESOURCES REQUIRED

This manual will seldom refer you to other resources in order to conduct an activity; most of the activities assume you have no additional resources besides the activity masters themselves. That's intentional; an activity that refers you to a resource you don't have is worthless.

That is a limitation as well as a benefit, however. Many of you do have additional resources which could enhance many of these activities.

The activities which do require additional resources are ones which seek local information about employers and career resources in your community. Most of these activities are in the adult section.

SPECIAL MATERIALS

Pen, pencil and paper are not listed as special materials; it is assumed those are available. Crayons and other drawing materials are listed, however. For the first three sections -- Elementary, Middle School and High School -- it is assumed that chalkboards or marker boards are available. Those are listed under Special Materials for the adult section, however, since more of those activities may be conducted outside of the school setting.

STEERING COMMITTEE

Careers Now! is administered by a Steering Committee which has included Margaret Crawford, Mary Lynne Derrington, Frank Ducceschi, Dorothy Duncan, Billie Grauberger, Dennis Longmeier, Val LoPresti, Pat Matland, Paul McCarrell, Kayleen McConnachie, John Norton, John Pope, Sue Trump and Anton Wishik. Thank you!

TIME LIMITS FOR ACTIVITIES

Most of the activities for Elementary, Middle School, and High School youth are designed to be completed in 40-50 minutes, though some may take longer. The adult activities are not so limited by time, assuming a more flexible schedule.

TRAINING

Training for the facilitators was provided by Dr. Cal Crow, PhD, Program Coordinator for the Center for Career and Work-Related Education in Des Moines, WA. Dr. Crow also helped initiate the Port Angeles project and write the grant application.

Elementary School Student

Career Competencies and Indicators

Self-Knowledge

I:	Knowledge of the importance of self-concept	Ivory
II:	Skills to interact with others	Orchid
III:	Awareness of the importance of growth and change	Salmon

Educational and Occupational Exploration

IV:	Awareness of the benefits of educational achievement	Canary
V:	Awareness of the relationship between work and learning	Green
VI:	Skills to understand and use career information	Gray
VII:	Awareness of the importance of personal responsibility and good work habits	Gold
VIII:	Awareness of how work relates to the needs and functions of society	Blue

Career Planning

IX:	Understanding how to make decisions	Buff
X:	Awareness of the interrelationship of life roles	Pink
XI:	Awareness of different occupations and changing male/female roles	Green Tint
XII:	Awareness of the career planning process	Tan

ELEMENTARY SCHOOL STUDENT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.
1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.
1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate group membership skills.
5. Identify sources and effects of peer pressure.
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
7. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.
1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.
1. Describe how academic skills can be used in the home and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among ability, effort and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for occupations.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people and things.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7. Describe ways in which self-employment differs from working for others.
8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with other) to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Describe how personal beliefs and attitudes effect decision-making.
7. Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2. Describe work-related activities in the home, community and school.
3. Describe how family members depend on one another, work together and share responsibilities.
4. Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

ELEMENTARY SCHOOL STUDENT
Competencies and Indicators

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the Importance of Self-Concept

1. Describe positive characteristics about self as seen by self and others.

ACTIVITY ONE

Title: Good Things About Me

Grade: 3-6

Summary: Students help each other create a list of positive characteristics for each.

Handouts: None

Special Materials Needed: None

Pre-Post Question: What's special about me?

Procedure:

1. Students individually try to make a list of at least 10 "good things" about themselves. These could be single words or phrases. Downplay physical attributes. Put these papers aside.
2. Class is divided into groups of three or four. Groups create a list of 10 for each group member. The person under discussion may listen but not participate in discussion. Positive characteristics only!
3. Students get out their individual lists and discuss with group how the two lists compare.
4. Entire class compiles master list. Students discuss how these characteristics could help at home, school or work.
5. Option: Ask a parent, friend, neighbor, teacher to write lists about student. Compare these four lists with original list.

ACTIVITY TWO

Title: I Am A Star

Grade: K-3

Summary: Students create a booklet of positive characteristics.

Handouts: I Am A Star (11 A-F)

Special Materials Needed: Coloring materials

Pre-Post Question: What's special about me?

Procedure:

1. Distribute I Am A Star booklet and have students draw the appropriate pictures. NOTE: It likely will take several sessions to complete all these drawings.
2. Have each student present booklet to the class.
3. Exhibit the booklets in the classroom.

COMPETENCY I: Knowledge of the Importance of Self-Concept

2. Identify how behaviors affect school and family situations.

Title: Family Persuasion

Summary: Students complete handout and then role-play school and family situations where the behavior of some affects others.

Handouts: Family Persuasion (106)

Pre-Post Question: How does my behavior affect others at school and at home?

Special Materials Needed: None

Procedure:

1. Distribute Family Persuasion handout and have students complete it, including original situations from students.
2. Discuss the answers.
3. Have students role-play some of the situations they invented or supply some of your own. Target the situations for your grade level. Here are some examples:

One student has a ball on the playground. Another student wants the ball very much.

A family is seated at the dinner table. The parents are talking. One of the children starts singing a song.

The teacher is reading a story to the class. Two students decide to start talking about what they want to do on the weekend.

A family is getting in the car to go for a ride. The children buckle up right away but the driver decides not to buckle up.

4. Let the students in the role-play react to the situation. Then discuss it. Ask the rest of the class, "What could they have done differently?" "How would you have reacted?"
5. Do one or two role-plays you have selected. Then divide the class into small groups and have them each invent a school or family situation to act out in front of the others.

COMPETENCY I: Knowledge of the Importance of Self-Concept

3. Describe how behavior influences the feelings and actions of others.

Title: Three Faces

Summary: Students respond to behavior with a happy, sad or so-so face.

Handouts: Three Faces (104)

Pre-Post Question: Can my actions help someone else feel happy?

Special Materials Needed: None

Procedure:

1. NOTE: With older elementary students, you may want to eliminate the faces.
2. Distribute the three faces so every student has one of each. Ask them what the faces mean -- happy, sad, so-so.
3. Tell the students you are going to describe a situation, and you want them to hold up one of the three faces, depending on how they feel.
4. Invent some situations that apply to your group. Have some be obvious and some not so obvious. Some examples:

Someone breaks one of your toys.
Someone tells you that you are nice.
Someone asks for your help.
Your parents tell you to go clean your room.
You try your best but lose a game.
You come to school.
Your family gets a new baby.
Your brother or sister wins an award.
You have a cheese sandwich for lunch.

5. State each example. See which faces come up. Each time, ask at least one student to explain their feeling: Why did you hold up the happy face? Emphasize that different feelings are okay. Ask students with different feelings to explain them.
6. For each example, also discuss actions. After students tell their feelings, ask, "So what could you do about this?"
7. Now ask students one at a time to stand up and describe a behavior to the group. Ask the first student to try to get the happy faces to go up by describing something the student could do. They sentence must start with "I." Example: "I bring a treat for everyone in the class." Ask several students to get the happy faces up, then ask several students to make a statement which would bring up the sad faces.
8. Now have students actually role-play situations, with one acting out a behavior and the other reacting with feelings and/or actions.
9. Discuss how behavior influences feelings and actions of others.

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the Importance of Self-Concept
4. Demonstrate a positive attitude about self.

Title: Me Trees

Summary: Students create a positive "portrait" of themselves.

Handouts: Me Tree (1)

Special Materials Needed: None

Pre-Post Question: What are my most important skills or qualities?

Procedure:

1. In the six triangular segments, students draw a picture of six "successes" they have accomplished.
2. Students explain their pictures in small groups, and groups help each student uncover the skills and qualities demonstrated by those successes. Those skills are listed on a separate piece of paper.
3. Students select their four most important skills or qualities, and list those in the "root circles" at the bottom of the tree.
4. The trees are shared with the class and displayed in the classroom.

COMPETENCY I: Knowledge of the Importance of Self-Concept

5. Identify personal interests, abilities, strengths, and weaknesses.

ACTIVITY ONE

Title: Coat of Arms

Handouts: Coat of Arms (13)

Summary: Students draw pictures of interest, abilities, strengths and weaknesses.

Special Materials Needed: Crayons or colored pencils or markers

Pre-Post Question: What are my interests, abilities, strengths and weaknesses?

Procedure:

1. Distribute the Coat of Arms.
2. Write the following six assignments on a board, and have students draw pictures in the corresponding segments.
    1. Draw something you do well.
    2. Draw your favorite place.
    3. Draw you having the most fun you ever had.
    4. Draw one person who means a lot to you.
    5. Draw one thing you'd like to do better.
    6. Write three words you like others to say about you.
3. Have each student present Coat of Arms to group.
4. Post them on a wall or bulletin board.

ACTIVITY TWO

Title: Mirror, Mirror

Summary: Students articulate positive traits while looking in mirror.

Grade: K-2

Handouts: None

Pre-Post Question: What is special about me?

Special Materials Needed: Hand mirror

Procedure:

1. Seat students in circle. Have each student look into the mirror and repeat the verse:

> Mirror, mirror in my hand,
> Tell me why I'm the best child in the land.

2. Child relates one reason why, then passes the mirror to the next child.
3. OPTION: Have other children contribute reasons.

COMPETENCY I: Knowledge of the Importance of Self-Concept

6. Describe ways to meet personal needs through work.

Title: Wants and Needs

Summary: Students create collages showing the work necessary to fulfill a need.

Handouts: Wants and Needs (96 A-B)

Pre-Post Question: What do I need and how can I get it?

Special Materials Needed: Drawing materials, magazines, collage materials

Procedure:

1. Distribute the Wants and Needs handout and have students complete just the first page.
2. Have students share their lists with the class. Discuss wants versus needs, helping the students clarify.
3. Have students complete the second page of the handout.
4. Share answers, noting that some may be debatable. The standard answers are:

WANTS: Doll, football, television, ice cream, candy, dog, bike, cookie, cat, pop.

NEEDS: Milk, home, sleep, friends, coat, parents, school, shoes, clothes, water.

DEBATABLE: Books. Also, in some parts of the world, shoes and coats may not be needs. For some adults, school, milk and parents may not be needs. For some blind people, a dog may be a need.

Other possible needs: Food, love, transportation, protection, health care.

5. Discuss how those needs get filled. Introduce filling the needs through work, both direct work that applies to the need, and work which earns income used to fulfill the need.
6. Divide the class into small groups, with each assigned a need. Have each small group brainstorm the work that both children and adults could do to get that need fulfilled. Have them make a collage or mural of people doing work which fulfills that need.

Example: Food. Mural shows people gardening and farming, harvesting, transporting food to market, shopping, preparing food, cooking it, serving it, eating it, cleaning up afterwards.

7. NOTE: This activity also applies to Competency VIII, Indicator 1.

COMPETENCY II: Skills to Interact With Others
1. Identify how people are unique.

Title: If I Were...

Summary: Students identify ways they are unique.

Handouts: If I Were... (33)

Special Materials Needed: None

Pre-Post Question: How am I unique?

Procedure:
1. Students separately complete If I Were... handout.
2. Each student reads list to class.
3. Students identify how they are alike -- and that each student's list is different.

COMPETENCY II: Skills to Interact With Others
2. Demonstrate effective skills for interacting with others.

Title: Super You

Summary: Each student lists positive characteristics of a classmate on handout.

Handouts: Super You (9)

Special Materials Needed: Slips of paper with individual names

Pre-Post Question: What positive characteristics can I list about others in this group?

Procedure:

1. Ask students to brainstorm positive characteristics (not physical characteristics) about parents. Compile a master list on the board.
2. Distribute Super You handout.
3. Each student draws the name of a classmate and keeps it secret.

Student lists on the Super You handout four positive comments about classmate, in sentence form: "You are..."

4. Each student reads Super You statement, and classmates try to guess who the description fits. Student then identifies who it was about, and that classmate's name is written on handout.
5. Post Super You sheets.

COMPETENCY II: Skills to Interact With Others

3. Demonstrate skills in resolving conflicts with peers and adults.

Title: Not Monster, Not Mouse

Handouts: Behaviors (101 A-C)

Summary: Students learn about assertive behavior and identify behaviors as assertive, non-assertive, or aggressive.

Special Materials Needed: Drawing materials

Pre-Post Question: What is assertive behavior and why does it work?

Procedure:

1. Introduce the concept of aggressive behavior by asking for examples of when they or someone else used "Monster Behavior" (pushing, yelling, hitting, criticizing, intimidating) to get what they wanted.
2. Introduce the concept of non-assertive behavior by asking for examples of when they or someone else used "Mouse Behavior" (withdrawing, hiding, meekly going along, giving up).
3. Introduce the concept of assertive behavior -- asking for what you want or saying what you believe without hurting others. Discuss why it is most effective form of response.
4. Have them draw pictures of aggressive, non-assertive and assertive behavior -- Monster, Mouse and "Me" (intermediate animal of their own choosing).
5. Read several of the situations on the Behaviors handout. For each possible response, have students hold up their monster face, mouse face or me face. NOTE: With older elementary students, you may distribute the handout and have them complete it in small groups, marking the appropriate responses Monster, Mouse, and Me (or aggressive, non-aggressive, assertive).
6. Divide students into groups of four and have them role-play situations, with one student as the instigator and the other three as Monster, Mouse and Me. Role-play situations on handout or try these:

* Your friend borrowed your bike and left it out in the rain.
* You and your sister disagree about whose turn it is to do the dishes.
* Your parents say you can't go over to a friend's house today.

7. NOTE: This activity also is used for Competency III, Indicator IV.

COMPETENCY II: Skills to Interact With Others
4. Demonstrate group membership skills.

Title: Which Person Bingo

Summary: Students collect information from others in the group, trying to find individuals who meet certain characteristics.

Handouts: Which Person In This Class (7)
People Bingo (43)

Special Materials Needed: Crayons

Pre-Post Question: How am I like others in this group?

Procedure:

1. Distribute Which Person form or People Bingo form (for older students) and give students a few minutes to complete it by writing their name in every box that applies to them. (On the Which Person form, have them use crayon and write right over the picture.)
2. Explain they are playing a form of bingo, trying to find classmates who match each of the boxes. They do this by asking others individually, and getting each match to sign the correct "bingo box." They can only use a classmate's name once.
3. This is an "all-over" bingo. A student calls out "Bingo" when they have a classmate's name in each box.
4. Have the first five bingo winners identify the names in each box. For People Bingo they also tell the information listed.
5. NOTE: It is conceivable, especially with a small group, that some of the boxes will go unfilled by anyone in the group. If this occurs, eliminate that box from the "all-over" requirement or allow individual names to be used a second time.

COMPETENCY II: Skills to Interact With Others
5. Identify sources and effects of peer pressure.

Title: Peer Pressure Role-Play

Summary: Students role-play peer pressure situations.

Handouts: Dear Abby (28)

Special Materials Needed: None

Pre-Post Question: What is peer pressure?

Procedure:

1. Read the third letter on the Dear Abby handout. Ask students to explain what problem this student is facing -- not just whether to drink, but how to fit in. Where is the pressure coming from? Lead into a definition of peer and peer pressure.
2. Discuss how this student feels and what the student might do -- what the effect of the peer pressure is.
3. Tell the class they are going to get to role-play different peer pressure situations. Divide the class into small groups and have them brainstorm situations to be presented to other class members. Examples:

A new student comes to the school. You want to be friendly, but your friends tell you not to play with the new kid.

You like pickles and always bring one for lunch. Other students in the class think pickles are funny and tease you about them.

You are a very good student and usually do well on tests. Some of the other students want you to sneak them the answers.

You find some money on the playground. You think you might know who lost it. You start to take it into the office but your friends say, "Finders keepers, losers weepers."

You are having fun playing with your friends outside the school. The bell rings. You start to go in but your friends say, "Come on! Stay out here. The game's almost over."

4. Have each group present a situation to another group to role-play how they would resolve it.

COMPETENCY II: Skills to Interact With Others
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.

Title: Dear Abby

Handouts: Dear Abby (28)

Summary: Students answer Dear Abby questions about peer pressure, then role-play situations.

Special Materials Needed: None

Pre-Post Question: How can I deal with peer pressure?

Procedure:

1. Discuss dealing with peer pressure, particularly as it relates to alcohol use. Discuss refusal skills -- ways to say no:
Say "no" and offer a reason.
Say "no" and suggest an alternate activity.
Say "no" and leave.

2. Divide group into subgroups. Assign one Dear Abby letter to each group. Have them draft a response as if they were Abby.
3. Have subgroups read their letters. Discuss the suggestions how to deal with peer pressure. NOTE: With younger children, you may read the letter to them and ask for verbal suggestions of how to respond.
4. NOTE: The following activity is also used for the previous Indicator. Tell the class they are going to get to role-play different peer pressure situations. Divide the class into small groups and have them brainstorm situations to be presented to other class members. Examples:
A new student comes to the school. You want to be friendly, but your friends tell you not to play with the new kid.

You like pickles and always bring one for lunch. Other students in the class think pickles are funny and tease you about them.

You are a very good student and usually do well on tests. Some of the other students want you to sneak them the answers.

You find some money on the playground. You think you might know who lost it. You start to take it into the office but your friends say, "Finders keepers, losers weepers."

You are having fun playing with your friends outside the school. The bell rings. You start to go in but your friends say, "Come on! Stay out here. The game's almost over."

Other examples: Cigarettes, drugs, stealing, skipping school, swearing, clothes, hair styles.
5. Have each group present a situation to another group to role-play how they would resolve it.

COMPETENCY II: Skills to Interact With Others

7. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

Title: Labels

Summary: Students do a matching game attaching stereotypes to stereotypical information, then discuss why such labeling is improper.

Handouts: Labels (26)

Special Materials Needed: None

Pre-Post Question: How do I feel about people who are different from me?

Procedure:

1. Have students work in pairs. Distribute Labels handout and have each pair complete matching game. Review answers with class.
2. Assign one item to each pair and have them brainstorm why such assumptions are made and why those assumptions may be false.
3. Have each pair share their results with class.
4. Lead into a discussion of stereotyping by race, age, gender, etc.

SELF-KNOWLEDGE

COMPETENCY III: Awareness of the Importance of Growth and Change

1. Identify personal feelings.

Title: I Get Angry When...

Summary: Students complete sentences to produce a list of feelings statements.

Handouts: I Get Angry When... (40)

Special Materials Needed: None

Pre-Post Question: What feelings do I have, and when do I feel them?

Procedure:

1. Have students complete the twenty statements.
2. Divide class into groups and ask each student to share one statement with the group.

COMPETENCY III: Awareness of the Importance of Growth and Change

2. Identify ways to express feelings.

Title: Toss a Feeling

Summary: Students make a special cube with feelings on it, toss the cube and express the feeling shown.

Handouts: Toss a Feeling (105)

Pre-Post Question: How do I show my feelings?

Special Materials Needed: None

Procedure:

1. Discuss feelings and how we show them, including facial expressions, body language, words, actions, etc.
2. Distribute Toss a Feeling handout and have each student make the cube.
3. Seat students in a circle. Have each one toss their cube, then act out the feeling which is face-up.
4. Go around the circle a second time, making sure each student gets a different feeling than before. This time ask the student to tell about a time when the student felt that feeling, and describe or act out how the feeling was expressed.

COMPETENCY III: **Awareness of the Importance of Growth and Change**

3. Describe causes of stress.

Title: Stress collage

Summary: Students create a collage of stress and its causes.

Handouts: None

Pre-Post Question: What is stress and what causes it?

Special Materials Needed: Drawing, collage materials

Procedure:

1. Announce to the class in an authoritarian tone, "Today we're going to have a big test. Clear off your desks and get ready!" Pause and note reactions, both verbal and physical. Then say in a more friendly tone, "No test today. I just said that to see how you would react to stress."
2. Ask students to quickly brainstorm how they acted, felt and thought immediately after the test announcement. Write the words on the board.
3. Help the students categorize the words into physical symptoms, behaviors and feelings. Solicit other examples of when they had any of these symptoms:

Physical symptoms	Behaviors	Feelings
Stomach ache	Wiggle	Angry
Breathe faster	Bite nails	Sad
Sweat	Can't sleep	Excited
Heart pounds	Eat less	Scared
Nausea	Eat more	Tense
Go to the bathroom	Talk less	Embarrassed
Headache, backache	Talk more	Nervous
Grind teeth	Daydream	Overwhelmed
Muscles jerk	Can't concentrate	Impatient
Colds	Turn aggressive	Frustrated
Allergies	Withdraw	Lonely
Feel tired, weak	Exaggerate	Irritable
Feel cold	Nightmares	Depressed
Clench jaw	Don't care	Bored
Shake	Crying	Confused
Dizzy	Laughing	Numb
Stutter	Jumpy	Feel stupid

4. Divide class into small groups and have them brainstorm a list of possible causes of stress. Emphasize that situations which stress one person may not stress another -- all suggestions must be accepted.
5. Have each person in the group draw a picture of stress -- as creative and outlandish as possible. Have each group create a collage of all the pictures and the list of causes.
6. Have small groups share and post the collages.

COMPETENCY III: Awareness of the Importance of Growth and Change

4. Identify and select appropriate behaviors to deal with specific emotional situations.

Title: Not Monster, Not Mouse

Summary: Students learn about assertive behavior and identify behaviors as assertive, non-assertive, or aggressive.

Handouts: Behaviors (101 A-C)

Special Materials Needed: Drawing materials

Pre-Post Question: What is assertive behavior and why does it work?

Procedure:

1. Introduce the concept of aggressive behavior by asking for examples of when they or someone else used "Monster Behavior" (pushing, yelling, hitting, criticizing, intimidating) to get what they wanted.
2. Introduce the concept of non-assertive behavior by asking for examples of when they or someone else used "Mouse Behavior" (withdrawing, hiding, meekly going along, giving up).
3. Introduce the concept of assertive behavior -- asking for what you want or saying what you believe without hurting others. Discuss why it is most effective form of response.
4. Have them draw pictures of aggressive, non-assertive and assertive behavior — Monster, Mouse and "Me" (intermediate animal of their own choosing).
5. Read several of the situations on the Behaviors handout. For each possible response, have students hold up their monster face, mouse face or me face. NOTE: With older elementary students, you may distribute the handout and have them complete it in small groups.
6. Divide students into groups of four and have them role-play situations, with one student as the instigator and the other three as Monster, Mouse and Me. Role-play situations on handout or try these:

   * Your friend borrowed your bike and left it out in the rain.
   * You and your sister disagree about whose turn it is to do the dishes.
   * Your parents say you can't go over to a friend's house today.

7. NOTE: This activity also is used for Competency II, Indicator 3: Demonstrate skills in resolving conflicts with peers and adults.

COMPETENCY III: Awareness of the Importance of Growth and Change

5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.

Title: Relaxation

Summary: Students learn how to relax their bodies through guided exercises.

Handouts: A Relaxation Training Script (70 A-B)

Pre-Post Question: How do I relax?

Special Materials Needed: None

Procedure:

1. Read the Relaxation Training Script, a word-for-word description of exercises for: hands and arms, arms and shoulders, shoulders and neck, jaw, face and nose, stomach, legs and feet. The exercises use visual imagery, including lemons, cats, turtles, bubblegum, flies, elephants, fences and mud puddles.

COMPETENCY III: Awareness of the Importance of Growth and Change

6. Demonstrate knowledge of good health habits.

Title: My Favorite Foods

Handouts: My Favorite Foods (8)

Summary: Students analyze their favorite foods by food group.

Special Materials Needed: Coloring materials, magazines (optional)

Pre-Post Question: What are the four food groups and why is it important to have a balanced diet?

Procedure:

1. Distribute the My Favorite Foods handout.
2. Discuss the four food groups, and let the class generate examples of each. Compile a master list.
3. Have students draw pictures of their favorite foods. Alternative: Cut pictures out of magazines.
4. Have students share their pictures.
5. Discuss the importance of a balanced diet.
6. Post the pictures.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

1. Describe how academic skills can be used in the home and community.

Title: School in the World

Summary: Students complete an exercise describing academic skills they use in common activities.

Handouts: School in the World (55)

Pre-Post Question: How do school subjects help me outside of school?

Special Materials Needed: None

Procedure:

1. Start a discussion: Why go to school? Have the class brainstorm ideas, and write them on the board.
2. Divide the class into small groups. Distribute the School in the World handout. Tell them they may be asked to defend their selections of academic subjects for the various activities listed.
3. Have the groups share their results with the class. Ask some to explain why they listed social studies, math, art, etc.
4. Have the small groups meet again and select their own activities on the blank lines, then list the subjects which apply.
5. Have small groups share their unique activities and the subjects which relate to them.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

2. Identify personal strengths and weaknesses in subject areas.

Title: Me in School

Summary: Students analyze their school performance, subject by subject.

Grade: 3-6 (May not be possible to do this indicator with young children.)

Handouts: Me In School (73)

Pre-Post Question: What are my strengths and weaknesses in school?

Special Materials Needed: This activity could be augmented with specific educational records for each student.

Procedure:

1. Brainstorm a list of school subjects on the board, including all subjects any students in the class are currently taking or took during the previous semester or school year.
2. Distribute Me in School handout. Have students list all current subjects and any other subjects they have taken in previous semester or year. Have them complete next three columns: most recent grade, grade I could achieve, reasons for not reaching my potential. For students who achieved the highest possible grade, have them list "Things I Still Could Learn" in the last column.
3. Divide class into small groups. Have them share and brainstorm ideas for the last column. Have students add to last column as they get ideas from classmates.
4. NOTE: Plan of Action at the bottom of the handout applies to Indicator 4 for this competency.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

3. Identify academic skills needed in several occupational groups.

Title: School Subjects & Occupations

Summary: Students fill out a graphic that ties a career to various school subjects.

Handouts: Wheels (37-A)
Occupational Clusters (42 A-J)

Pre-Post Question: What school subjects are needed for different careers?

Special Materials Needed: None

Procedure:

1. Brainstorm a list of school subjects on the board, including all subjects any students in the class are currently taking or took during the previous semester or school year.
2. In an adjacent list, brainstorm a list of careers the students are interested in.
3. Pick a career and ask students, "What subjects on the school list could help you learn this career?"
4. Distribute the Wheels handout. Either individually or in small groups, have students select a career and write it in the middle circle, then in the outer circle list up to eight school subjects which could help in that career. You could also have them list their grade in that subject. It is okay to leave some of the eight sections blank.
5. Have students share their careers and subject lists.
6. Now have students rank the subjects they listed, with 1 being the most important.
7. Now group the students by No. 1 subject. All who listed English first get together, all who listed math first, all who listed art first, etc. Have each group recite their careers, and discuss why they listed that subject first.
8. Distribute the appropriate Occupational Cluster to each group so they can see all the other careers connected to the school subject they listed. NOTE: Handout Math: Who Needs It (22 A-B) also could be used here.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

4. Describe relationships among ability, effort and achievement.

Title: Ability and Effort

Summary: One team of students tries to color pictures with reduced ability, the other with reduced effort; then they try to guess the reasons for the other's poor work.

Handouts: None

Pre-Post Question: How do I do my best?

Special Materials Needed: Drawing materials

Procedure:

1. Distribute one of the masters that could be colored: Check master 5 (A-H), It Might Have Been, or 54 (A-J), Exploring Your Community.
2. Tell students they are going to color today, except their will be some special rules. Divide the class in half and give each section secret instructions (so the other class can't hear). Tell one half they will have to color with their eyes closed, but they are not to let the other half see what they are doing. Tell the other half they are to do as sloppy a job as possible, but not let the other half know what they are doing.
3. Position the groups so they have their backs to each other, and have them complete the drawings. Then have the groups exchange drawings. Each group is to meet and try to answer the question, "Why are these drawings so messy?" This is a team competition to try to find out why.
4. Bring the class together. Each student gets to ask one student in the other class a yes-or-no question. Example: "Was your drawing messy because you held the crayons with your toes?" The person questioned may only answer yes or no. See if one team can guess the other team's reason.
5. Discuss the reasons. One team lacked ability (sight). The other team lacked effort. Both are needed for achievement.
6. Provide students another handout and let them make best use of all their abilities. Post the drawings under three headings: Reduced Ability, Reduced Effort, Ability and Effort.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

5. Implement a plan of action for improving academic skills.

Title: Me in School

Summary: Students analyze their school performance, subject by subject, then complete a plan of action.

Grade: 3-6 (May not be possible to do this indicator with young children.)

Handouts: Me In School (73)

Pre-Post Question: What are my strengths and weaknesses in school?

Special Materials Needed: This activity could be augmented with specific educational records for each student.

Procedure:

1. NOTE: The beginning of this exercise may have been completed as part of Indicator 2, two pages previous. If so, skip to procedure step 5.
2. Brainstorm a list of school subjects on the board, including all subjects any students in the class are currently taking or took during the previous semester or school year.
3. Distribute Me in School handout. Have students list all current subjects and any other subjects they have taken in previous semester or year. Have them complete next three columns: most recent grade, grade I could achieve, reasons for not reaching my potential. For students who achieved the highest possible grade, have them list "Things I Still Could Learn" in the last column.
4. Divide class into small groups. Have them share and brainstorm ideas for the last column. Have students add to last column as they get ideas from classmates.
5. Have each student tell the small group the subject areas where improvement is sought. The group helps each student answer the Plan of Action questions.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

6. Describe school tasks that are similar to skills essential for job success.

Title: Career Wheel

Summary: Students will compare tasks they do in school with tasks they would do in a career.

Handouts: Wheels (37-A)

Pre-Post Question: What are some things I do in school which I also might do on the job?

Special Materials Needed: None

Procedure:

1. Discuss in general what people do on the job, seeking examples from class. Ask which of those things also are done in school.
2. Distribute blank Wheels handouts, two for each student. On one they write a career they like in the middle circle. They then try to list at least 8 things they would do in that job. Use the counselor/teacher Wheel as an example (16 tasks, skills and qualities listed).
3. On the other blank Wheel, students write the word "student" in the middle circle and come up with at least 8 things they do as a student.
4. Have them compare the two Wheels and look for shared tasks, skills and qualities. Have them add any information from one which also could apply to the other.
5. Post the Wheels.

COMPETENCY IV: Awareness of the Benefits of Educational Achievement

7. Describe how the amount of education needed for different occupational levels varies.

Title: Education/Training Choices

Summary: Students interview an adult to see what type of training is needed for the adult's career.

Handouts: What Are My Education/Training Choices (102)
Job Training After High School (81-A)
Career Chart (87 B-J)

Pre-Post Question: What kind of school do I need for different careers?

Special Materials Needed: Adults available to be interviewed.

Procedure:

1. Ask students to identify the amount of education they need to be in the next grade. Example: If you want to be a first-grader, what do you have to do in school first? Answer: Finish kindergarten. Then go to the next level: If you want to be a second-grader, what do you have to do first? Finish first grade. Let them see education as a step process.
2. Now ask them when school stops. To each level mentioned (high school, college, etc.) respond "It depends." Ask them what it depends on. Ask volunteers to identify a career, and ask, "How much school do you need?" Emphasize that the answers vary based on the career identified.
3. Distribute the handout, What Are My Education/Training Choices. Review it, showing that there are numerous pathways. You may also use the Job Training After High School handout.
4. Send the students around the school, with each to collect information from one adult. The questions: What is your career? What kind of education or training did you get for this career?
5. Have the students share. List each type of education/training on the board, then list the careers under it. Note that some people in the same career might have gotten different types of education/training.
6. For reference or with older students, refer to the Career Chart (87 B-J) which lists type of training required in columns 29 and 30.

COMPETENCY V: Awareness of the Relationship Between Work and Learning

1. Identify different types of work, both paid and unpaid.

Title: Career ABC's

Summary: Students list a career, chore or hobby for each letter of the alphabet.

Handouts: Career ABC's (34)

Special Materials Needed: None

Pre-Post Question: What are some careers, chores and hobbies?

Procedure:

1. Divide group into partners. Tell them this is a timed contest.
2. Have each group try to list a career, chore or hobby for every letter of the alphabet.
3. Go through the alphabet with the entire group, sharing answers.
4. Create a master list and post it.
5. Stuck? Xylophone, zoology.

COMPETENCY V: Awareness of the Relationship Between Work and Learning

2. Describe the importance of preparing for occupations.

Title: Preparing for Careers

Summary: Students list tasks for careers and discuss the need for preparation and how they are preparing now.

Handouts: Exploring Your Community (54)

Pre-Post Question: How do workers know how to do their jobs?

Special Materials Needed: Drawing materials

Procedure:

1. Select an occupation -- firefighter would be a good one. Hold up the firefighter picture from Exploring Your Community. (54-I)
2. Ask class to tell you what that worker does. Have them be specific. Write answers on the board. Examples: Hold the hose and shoot water at the fire; climb a ladder and rescue people; CPR; drive a fire truck; get dressed quickly; investigate how a fire started; write reports; hook up the hose to the fire hydrant.
3. Pick one of the items and ask class what would happen if that worker didn't know how to do that activity. Do that with several items.
4. Now ask students where and how the firefighter learned these skills and activities. Discuss the need for preparation for various careers, and types of schooling. Trace some of the skills and activities back to your class -- getting dressed quickly, writing reports, climbing, investigating. Mark those on the board.
5. Divide the class into small groups. Give each group a picture from the Exploring Your Community series. Have each group come up with three things they are learning right now which could help them in that career. Have them write the items on the picture, and have younger groups color the pictures.
6. Have small groups share. Post the pictures.

COMPETENCY V: Awareness of the Relationship Between Work and Learning

3. Demonstrate an understanding of the importance of practice, effort, and learning.

Title: Practice, Practice, Practice

Summary: Students play catch with their opposite hand, and practice until they have improved.

Handouts: None

Pre-Post Question: What is the value of practice?

Special Materials Needed: Balls to play catch with

Procedure:

1. NOTE: Select balls safe for grade level as there may be some wild throws. For very young children who have not learned how to throw, you may have them color with the opposite hand instead.
2. Put students in pairs and tell them they are going to play catch today, except there is a special rule: They must throw with their opposite hand. Have each pair make 10 throws (five each), counting how many are caught.
3. Stop the game and ask for their thoughts and feelings. Discuss why the throwing was difficult -- partially due to ability (natural handedness) but also due to lack of practice.
4. Have all the pairs try again, trying to beat their previous record of the number caught. Allow the group to keep going until everyone has beaten their record.
5. Discuss the value of practice in addition to ability and effort. Discuss making mistakes as a part of practice -- toddlers learn to walk by trying and falling, then trying again.

COMPETENCY V: Awareness of the Relationship Between Work and Learning

4. Describe how current learning relates to work.

Title: Learning and Work

Summary: Students brainstorm lists of tasks for learning and for careers, then compare them.

Handouts: None

Pre-Post Question: How is school like work?

Special Materials Needed: None

Procedure:

1. Brainstorm on the board a list of specific tasks and activities done in the classroom. Reading, writing reports, adding, following directions, working as part of a team, showing up on time, cleaning up, drawing, etc.
2. Now select a career most students will be familiar with — teacher or police officer, possibly. Brainstorm a list of tasks and activities for that career; write the list next to your list of school activities.
3. Now compare the two lists. Draw lines between tasks and activities which appear on both lists. See if items from one list could be added to the other. Note how many activities are shared — both the teacher and police officer do all of the things listen in step 1. (Yes, police officers do draw in order to show the geometry of accident scenes.)
4. Now divide class into small groups and have each brainstorm a different career.
5. Share with the class.

COMPETENCY V: Awareness of the Relationship Between Work and Learning

5. Describe how one's role as a student is like that of an adult worker.

Title: My Resume

Summary: Students develop a resume listing the skills needed for their grade level.

Handouts: My Resume (94)

Special Materials Needed: None

Pre-Post Question: What skills do I need to be in my grade?

Procedure:

1. Lead group discussion about skills needed for current grade level. What qualifies you to be in this grade? What skills do you bring to this "job"? What skills are you learning as part of this "job"?
2. Distribute My Resume handout.
3. Have students complete individual resume showing their skills and qualifications.
4. Post resumes.

COMPETENCY VI: Skills to Understand and Use Career Information

1. Describe work of family members, school personnel, and community workers.

Title: Family Job Tree

Summary: Students see the work history of their family.

Handouts: Family Job Tree (10)

Pre-Post Question: In what ways does my family history of jobs/careers affect my career choices?

Special Materials Needed: None

Procedure:

1. Discuss how one's background can affect career choices.
2. Distribute handout and have students complete Family Job Tree. NOTE: For some students this will take research. Others will not be able to fill out each branch. Additional "significant others" could be added to replace non-existent relatives.
3. Solicit specific examples where family background has affected career choice.

COMPETENCY VI: Skills to Understand and Use Career Information
2. Identify occupations according to data, people and things.

Title: It Might Have Been

Summary: Students categorize several occupations by data-people-things, using humorous handouts of what "might have been."

Handouts: It Might Have Been (5 A-H)

Pre-Post Question: What is the data-people-things method of grouping careers?

Special Materials Needed: Coloring materials, writing board

Procedure:

1. Discuss the division of careers by their primary function: working with data (information), people, or things (tools, equipment, machinery, objects).
2. List data-people-things on board and ask for examples of careers in each. Discuss that some careers may share two (or even all three) categories. Remind students they are looking for the primary category. (Salespeople work with things and data but primarily with people. Computer operators work with things and people but primarily with data. Mechanics work with people and data but primarily with things.)
3. Divide class into groups and provide one handout set to each group. Each group's task is to examine each picture and answer two questions: Is the person pictured primarily working with data, people or things? What category would this person rather be working with?
4. Have groups share their judgments. Discuss differences. The recommended answers are:

ANSWERS

Waiter-Archeologist (People-Data)
Model-Computers (People-Data)
Mechanic-Actor (Things-People)

Teacher-Forest Ranger (People-Data)
Actress-Astronaut (People-Data)
Actor-Mechanic (People-Things)

Tennis player-Sheep farmer (Things-Things)
Astronaut-"People Person" (Data-People)

5. Have each group member color two of the pictures, thinking and talking with other group members about whether they would prefer to work with data, people or things.
6. Ask each student to identify themselves as a Data Person, People Person or Things Person. Arrange the class into those three groups and have them brainstorm as many careers as possible for their group.

COMPETENCY VI: Skills to Understand and Use Career Information

3. Identify work activities of interest to the student.

Title: Hobby-Career Match

Summary: Students will learn about work activities of interest to them by matching hobbies with careers.

Handouts: Hobby-Career Match (18)

Pre-Post Question: What kind of work might I like to do?

Special Materials Needed: None

Procedure:

1. Discuss hobbies and how they are work activities and do help develop job skills.

2. Distribute Hobby-Career Match handout and have students complete it. Review matches:

Writing stories--Author
Singing--Recording Artist
Collecting stamps--Postal Worker
Playing golf--Pro Shop Owner
Cooking--Nutritionist
Sewing--Sewing Center Instructor
Boating--Dock Attendant
Carpentry--Builder
Arts & Crafts--Card Designer
Gardening--Tree Nursery Worker
Animals--Veterinarian
Children--Teacher
Dancing--Choreographer
Collecting Insects--Naturalist

3. Have students discuss the work activities that occur in the hobby and the career. Show how they are much the same.

4. Divide students into small groups. Have each student identify two hobbies. Have groups help each student brainstorm careers connected to each hobby.

5. Make a master list of student names, hobbies and careers. Post it in the classroom.

COMPETENCY VI: Skills to Understand and Use Career Information

4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.

Title: Interests, Abilities and Occupations

Summary: Students review their own resume and complete a handout connecting their interests and abilities to a career.

Handouts: It Might Have Been (5-D)
My Resume (94)
Super You (9)

Pre-Post Question: How are interests and abilities connected to careers?

Special Materials Needed: None

Procedure:

1. Hold up the It Might Have Been handout of the teacher (5-D). Ask the students the following questions:

What is this person doing?
What would this person rather be doing?
What is this person's attitude?
What does this person like?
Does this person like kids?
Is this person a good teacher? Why not?

2. Discuss how interests, abilities and attitudes relate to careers. The teacher is not interested in children, has little ability with children, and has a bad attitude!
3. Distribute My Resume handout and have students complete it if they haven't already.
4. Distribute Super You handout. Have students write a career on the top line and then fill the next four lines with interests and abilities they have which relate to that career.
5. Have students share Super You sheets. Post them.

COMPETENCY VI: Skills to Understand and Use Career Information

5. Describe jobs that are present in the local community.

ACTIVITY ONE

Title: Exploring Your Community

Grade: K-2

Summary: Students color pictures of government services offered in communities.

Handouts: Exploring Your Community (54 A-J)

Pre-Post Question: What does government do?

Special Materials Needed: Coloring materials

Procedure:

1. Distribute the handout Exploring Your Community. Have each student color one or more drawings.
2. Discuss what those services are -- what the workers do.
3. Brainstorm other jobs in the local community.
4. Have each student create an original picture of a job not included in this set.
5. Post all the pictures.

ACTIVITY TWO

Title: Our Community Workers

Grade: 3-6

Summary: Students do a matching game to learn the tasks of different community workers, agencies, businesses and institutions.

Handouts: Our Community Workers (17)

Pre-Post Question: What do workers in our community do?

Special Materials Needed: None

Procedure:

1. Distribute the Our Community Workers handout and have each student complete the matching game.
2. Have students share answers (not included here -- self-explanatory).
3. Divide class into groups and have students brainstorm other jobs, businesses and agencies available in the local community.
4. Have groups share and produce a master list.
5. NOTE: This activity also is used for Competency VIII, Indicator 2.

COMPETENCY VI: Skills to Understand and Use Career Information

6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).

Title: Working Conditions

Summary: Students learn about working conditions and record the working conditions of adults at the school.

Handouts: Working Conditions (100)
Exploring Your Community (54-I)

Pre-Post Question: What are the working conditions of several occupations?

Special Materials Needed: Adults to be observed and interviewed.

Procedure:

1. Hold up the firefighter picture from the Exploring Your Community handout (54-I). Ask students where this person works, seeking an answer of outdoors.
2. Ask students to identify other workers who work outdoors.
3. Discuss the location of work as a working condition.
4. Distribute the Working Conditions handout and discuss the various working conditions. There is room to add two if you choose.
5. Divide class into partners. They are to go around the school, identifying a career for three columns on the chart and then putting checkmarks for all working conditions which apply. NOTE: An alternative would be for each student to interview one adult.
6. Have partners each identify a career and write those career name in the remaining two columns of the chart. Have the partners try to answer the working conditions questions for the careers they have identified.
7. Have students share their charts. Post them.

COMPETENCY VI: Skills to Understand and Use Career Information

7. Describe ways in which self-employment differs from working for others.

Title: My Own Business

Summary: Students produce a list of skills they could use in running their own business.

Handouts: None

Pre-Post Question: What's special about owning my own business?

Special Materials Needed: Play money; also magazines to cut up, with enough titles so everyone in the class has a different title.

Procedure:

1. Discuss self-employment. Ask if anyone in the class has ever been self-employed or has a family member who has been. What about babysitting, yard work, delivering newspapers, shoveling snow, cutting firewood, lemonade stands?
2. Ask who in the class knows an adult who owns a business. Make a list. Ask where students go to shop, and come up with some examples of locally-owned businesses.
3. Discuss what is different about self-employment versus working for others. Brainstorm a list on the blackboard: Independent, no supervisor, set own hours, find work yourself, no benefits, total responsibility, overhead.
4. Tell students they are going to get the chance to be self-employed. Divide up a stack of magazines so each student has a different title. The pages are the "product" they have to sell.
5. The object of the game is for each student to wind up with one page from each magazine, that is, a page from each student. They may not barter, but must purchase and sell. They can set any price they choose for their pages.
6. Start the game. Encourage students to sell and also to buy. They must keep track of the magazines they purchase; if the magazine title is not on the page they buy, they must write it on. When a student has all titles, they must notify you but should keep on playing and selling.
7. Keep the game going until most students have all titles. Stop the game and discuss what it was like to be self-employed. What did they have to worry about? (Inventory, sales price, purchasing, cash flow, communications, record-keeping, etc.) Did anyone wind up losing all their money? Or selling out their magazine and not keeping a page for themselves? Discuss the added responsibilities and added rewards of self-employment.

COMPETENCY VI: Skills to Understand and Use Career Information

8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

Title: Parents and Friends

Summary: Students draw pictures of an adult working on the job, then asks that adult several key questions about the adult's career.

Handouts: My __________ (99)
Career Interview (98 A-D)

Pre-Post Question: What adults do I know who could tell me about careers?

Special Materials Needed: Drawing materials, adults to interview.

Procedure:

1. Have students draw a picture of an adult they know, working on the job. This adult could be a parent, relative, adult friend or neighbor.
2. Have students share pictures and identify adults.
3. Emphasize how many careers are represented. Discuss opportunity to get more information from these people.
4. Distribute My_____ handout. Have students interview the person they drew a picture of, or another adult. NOTE: For older students, distribute the Career Interview handout, (four pages of questions).
5. Have students share information.

COMPETENCY VII: **Awareness of the Importance of Personal Responsibility and Good Work Habits**

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with other) to getting and keeping jobs.

Title: Blue Ribbon Qualities

Summary: Students color and wear a ribbon listing some of their worker qualities.

Handouts: Blue Ribbon Worker (23)
Work Rating Scale (61)
Skills Checklist (82 A-D)

Pre-Post Question: What personal qualities do I need to be a good worker?

Special Materials Needed: Coloring materials, scissors

Procedure:

1. Discuss the qualities of a Blue Ribbon Worker. Emphasize that these qualities help one succeed as a student or an employee. Compile a master list of Blue Ribbon Qualities. See Work Rating Scale (61) and Skills Checklist (82 A-D) for ideas.
2. Distribute the Blue Ribbon handout. Have each student list their name and several qualities in the blank circle of the handout.
3. Have the students color the Blue Ribbon, cut it out and wear it for a day.
4. Post the Blue Ribbons in the classroom.

COMPETENCY VII: Awareness of the Importance of Personal Responsibility and Good Work Habits

2. Demonstrate positive ways of performing working activities.

Title: Whistle While You Work

Summary: Students role-play skits in which they do work activities positively and negatively.

Handouts: What Can I Do? (15)
Work Rating Scale (61)

Pre-Post Question: How do I do my work in a positive way?

Special Materials Needed: None

Procedure:

1. Be whistling while students come in to class. Be very happy and outgoing, and keep whistling until someone remarks on it. Ask them what they think it means, to whistle while working. Discuss having a positive attitude about work, and the three parts to being a good worker:

Quality work
Done on time
With a smile

2. Brainstorm work activities that students do at home — chores. Check What Can I do? handout (15) for ideas.
3. Divide class into groups of four and assign each a chore. Have them design two skits — one in which the chore is done in a positive way, the other in a negative way. Have them role-play a child and a parent in each skit (four students total), with the parent responding to the positive or negative way the work activity is done.
4. Have students perform the skits.
5. Again discuss positive ways of performing work activities. Check Work Rating Scale handout (61) for a list of qualities other than "quality work done on time with a smile."

COMPETENCY VII: Awareness of the Importance of Personal Responsibility and Good Work Habits

3. Describe the importance of cooperation among workers to accomplish a task.

Title: Popcorn's A Poppin'

Summary: Students make and sell popcorn to other classes, learning about being part of a cooperative work team.

Handouts: None

Pre-Post Question: Why is teamwork so important in the workplace?

Special Materials Needed: Popcorn ingredients, popcorn popper, small bags, large bowl, change

Procedure:

1. Set this up in advance with other classes, so they know that your group will be selling popcorn on a certain day.
2. Tell your class they are going to work as a team to run a popcorn factory for a day. Have special materials on hand — get volunteers to bring them.
3. Solicit ideas of what it will take to sell popcorn at school for a day. Talk about all the jobs involved. On the board, make a list of duties and who will do them. Examples:

Advertising & Sales — Posters around school, visit other classrooms to solicit popcorn orders.
Popcorn Poppers — Workers to run the machine.
Butterers — Apply the butter.
Salters — Apply the salt.
Baggers — Put the buttered popcorn in bags.
Pricers — Apply the price to the bag.
Salespeople and/or Deliverers — Staff the popcorn "store" and/or deliver the popcorn.
Cashier — In charge of receiving and counting all money and keeping track of change.
Manager — Supervisor of entire operation.

4. Help group divide up duties and plan operation. Set prices. Discuss goals — how profit may be spent.
5. Conduct sale.
6. Evaluate sale, emphasizing need for cooperative effort among all facets of group. Evaluate project in light of goals.
7. Enjoy profits.

COMPETENCY VII: **Awareness of the Importance of Personal Responsibility and Good Work Habits**

4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

Title: Blind, Speechless & Paralyzed

Summary: Students play a sensory deprivation game in which they must be tolerant and flexible of differences.

Handouts: Blind, Speechless & Paralyzed (75)

Pre-Post Question: How do I work with people different from me?

Special Materials Needed: Blindfolds for 1/3 of group

Procedure:

1. Divide the class into groups of three. Have them count off so each person has a number (1, 2 or 3). Tell them to note who their partners are. NOTE: If necessary, have one or two groups of four. In these groups, have two No. 1's.
2. Inform the class that each will suffer a sensory loss. All of the 1's will be blindfolded. All of the 2's will lose the ability to speak. All of the 3's will be paralyzed.
3. Divide the room into those three groups. Provide secret instructions to each (full instructions are on handout):

The goal for all blind 1's is to find their speechless partner 2.
The goal for all speechless 2's is to have every blind 1 but their partner 1 shake hands with their paralyzed partner 3.
The goal for all paralyzed 3's is to keep their blind 1 and speechless 2 apart.

4. Blindfold all the 1's. Have their partner 3's move them about the room so they lose orientation.
5. Have 3's take random seats and become paralyzed.
6. Announce that the game has begun. Let it continue until several 1's and/or 2's have reached their goal.
7. End the game. Allow the 1's to remove blindfolds. Have partners discuss in their groups what goals they accomplished, what goals they did not, why not, and how they felt.
8. Lead class discussion about what occurred and how participants felt. Ask for ways in which each number partner had to be tolerant and flexible of differences. Discuss race, age, gender, and the need to be able to work with people different from oneself.

COMPETENCY VIII: Awareness of How Work Relates to the Needs and Functions of Society

1. Describe how work can satisfy personal needs.

Title: Wants and Needs

Summary: Students create collages showing the work necessary to fulfill a need.

Handouts: Wants and Needs (96 A-B)

Pre-Post Question: What do I need and how can I get it?

Special Materials Needed: Drawing materials, magazines, collage materials

Procedure:

1. Distribute the Wants and Needs handout and have students complete just the first page.
2. Have students share their lists with the class. Discuss wants versus needs, helping the students clarify.
3. Have students complete the second page of the handout.
4. Share answers, noting that some may be debatable. The standard answers would be:

WANTS: Doll, football, television, ice cream, candy, dog, bike, cookie, cat, pop.

NEEDS: Milk, home, sleep, friends, coat, parents, school, shoes, clothes, water.

DEBATABLE: Books. Also, in some parts of the world, shoes and coats may not be needs. For some adults, school, milk and parents may not be needs. For some blind people, a dog may be a need.

Other possible needs: Food, love, transportation, protection, health care.

5. Discuss how those needs get filled. Introduce filling the needs through work, both direct work that applies to the need, and work which earns income used to fulfill the need.
6. Divide the class into small groups, with each assigned a need. Have each small group brainstorm the work that both children and adults could do to get that need fulfilled. Have them make a collage or mural of people doing work which fulfills that need.

Example: Food. Collage shows people gardening and farming, harvesting, transporting food to market, shopping, preparing food, cooking it, serving it, eating it, cleaning up afterwards.

7. NOTE: This activity also applies to Competency I, Indicator 7.

COMPETENCY VIII: Awareness of How Work Relates to the Needs and Functions of Society

2. Describe the products and services of local employers.

Title: Our Community Workers

Summary: Students do a matching game to learn the services provided by community workers, agencies, businesses and institutions.

Handouts: Our Community Workers (17)

Pre-Post Question: What do workers in our community do?

Special Materials Needed: None

Procedure:

1. Distribute the Our Community Workers handout and have each student complete the matching game.
2. Have students share answers (not included here--self-explanatory).
3. Divide class into groups and have students brainstorm other jobs, businesses and agencies available in the local community.
4. Have groups share and produce a master list of services.
5. To address products: Have students brainstorm all the things their family buys on a shopping trip. Make a master list on the board.
6. Discuss special products and services provided in your community which may not be readily available elsewhere. Discuss products and services missing from your local community.
7. NOTE: This activity also is used for Competency VI, Indicator 5.

COMPETENCY VIII: Awareness of How Work Relates to the Needs and Functions of Society

3. Describe ways in which work can help overcome social and economic problems.

Title: Ball of String

Summary: Students select occupations and then pass a ball of string from student to student to show the interconnectedness of careers and the value of work.

Handouts: None

Pre-Post Question: How does work help society?

Special Materials Needed: Ball of string, name tag materials

Procedure:

1. Have each student select a career, making sure there is no duplication and also a good cross-section.
2. Have each student make a name tag listing the career chosen.
3. Arrange the students in a circle. Hand the string to any student; have them hold the end of the string and describe what they do in their career.
4. When the student is finished, ask, "Who might make use of this career?" Select any student who raises hand, and ask, "How would you make use of this career?" If student answers appropriately, the ball of string is unrolled and passed to that student, with the first student still holding the end of the string.
5. The second student now describes what is done in their career. Again, you ask, "Who might make use of this career?" A third student is selected and asked, "How would you make use of this career?" Assuming an appropriate answer, the ball of string is passed to that student, with the second and first students still holding on to the string.
6. This process continues until the string has passed through all hands. The string should be held taut, to show the connections and overlapping across the circle.
7. Now select a couple students to be removed from the circle, indicating illness, retirement, laid off, replaced by new technology, etc. Discuss what happens to the string -- it goes slack, there are holes in the "safety net." Who takes up that slack? Discuss the importance of all work to society.
8. Now discuss what happens to those workers who are "outside the circle, outside the safety net." How do they buy products and services? What might happen to a worker upset about losing a job? Discuss alcohol abuse and other possible effects.
9. Now bring those workers back into the circle. What happens to the poverty? What may happen with the alcohol abuse and other social symptoms?

COMPETENCY IX: Understanding How To Make Decisions

1. Describe how choices are made.

Title: Decision Dial

Summary: Students play a game where they spin a dial that requires them to tell about a decision they made.

Handouts: Decision Dial (48)

Pre-Post Question: How do I make decisions?

Special Materials Needed: Cardboard, nail to construct Decision Dial

Procedure:

1. Construct Decision Dials, one for every four students. Use pointer cutout to construct pointer from cardboard. Put nail through pointer and middle of dial into cardboard or wood backing.
2. Discuss decision-making with group. What does the word decision mean? How many decisions do you think you make in a day?
3. Divide class into groups of four. Distribute decision dials. Students take turns spinning dial and then answering question to small group. They tell the decision and also how they made the decision.
4. Each time student tells of a decision, they write their name on the dial in appropriate section. Game continues until each student has answered three times.

CAREER PLANNING

COMPETENCY IX: Understanding How To Make Decisions
2. Describe what can be learned from making mistakes.

Title: Mary and Johnny

Summary: Students review choices open to Mary and Johnny and brainstorm what would happen if mistakes were made.

Handouts: Mary and Johnny (25)

Special Materials Needed: None

Pre-Post Question: What's valuable about making mistakes?

Procedure:

1. Divide class into small groups. Distribute Mary and Johnny handout.
2. Go through each situation. Stop after each one. Have groups decide which option they would choose. On a separate sheet of paper each group is to list what might happen if the other option were chosen, and what could be learned from that "mistake." This information is not shared yet.
3. Continue through all 10 questions. Then go back and have groups share their choices.

COMPETENCY IX: Understanding How To Make Decisions

3. Identify and assess problems that interfere with attaining goals.

Title: Goals, Problems and Solutions

Grade: 3-6

Summary: Students address two problem scenarios on handout, then create their own goal-problem-solution scenario.

Handouts: The Bumble Bee (64)
Stating Goals, Problems and Solutions (12-A)
My Goal, Problem and Solution (12-B)

Pre-Post Question: What keeps me from my goals? How do I deal with that problem?

Special Materials Needed: None

Procedure:

1. Distribute Stating Goals handout and have students individually answer questions.
2. Discuss answers. Talk about what keeps people from their goals. Read The Bumble Bee and show it to class. Talk about confidence as a goal-setting strategy. Ask volunteers to present goals, problems and solutions from handout. Present one of your own.
3. Have each student share a goal with the class. Then distribute second page and have them complete it, addressing the stated goal.
4. Have volunteers share problems and solutions with class.

COMPETENCY IX: Understanding How To Make Decisions
4. Identify strategies used in solving problems.

Title: Decision-Making Strategies

Grade: 4-6

Summary: Students work in groups to respond to a decision-making situation, then discuss various strategies.

Handouts: Decision-Making Strategies (19 A-B)

Pre-Post Question: How do I make decisions?

Special Materials Needed: None

Procedure:

1. Present the following situation:

> Two of your best friends are running for Student Council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council and has shared them with you. This friend is very shy, however. What do you do?

2. OPTION: For older students, ask each to individually and privately write a paragraph telling how they would deal with this situation and how they would explain their decision to both friends.

3. Divide the class into small groups. Have each group come up with a decision. Have each group decide both how to deal with this situation and how they would explain their decision to both friends.

4. Have groups share with the entire class. Discuss what happened during the decision-making process, both individually and in groups. Introduce some of the names of the Decision-Making Strategies.

5. Distribute the handouts. Review the Practice Strategies Worksheet first. See which strategies were used. Then review the Decision-Making Strategies. Go through each one, asking for volunteers to describe a decision when they used that strategy.

COMPETENCY IX: Understanding How To Make Decisions
5. Identify alternatives in decision-making situations.

Title: Making Choices

Summary: Students role-play situations in which they present varying alternatives.

Handouts: My Response (27)
Decision-Making Process (45-A)
Making Choices (97 A-B)

Pre-Post Question: How do I find out what my choices are?

Special Materials Needed: Bag or hat to hold items

Procedure:

1. In preparation, photocopy the Making Choices handout and cut it into strips so each situation is by itself. Put the strips in a bag or hat.
2. Present the four situations described on the My Response handout. Ask volunteers to make suggestions to fill in the blanks.
3. Distribute the Decision-Making Process handout. Discuss the process and define terms such as alternatives.
4. Divide the class into groups of four. Have each group select a Making Choices situation from the hat or bag. Each group then designs a solution.
5. Have the groups share with the class. Discuss alternatives and consequences. Discuss the value of alternatives and choices rather than "right answers."
6. Have each group select a decision-making situation from the bag or hat. They are to make up two skits which have different answers to the situations.
7. Have students role-play the situations.

COMPETENCY IX: Understanding How To Make Decisions

6. Describe how personal beliefs and attitudes affect decision-making.

Title: Decision-Making Situations

Grade: 4-6

Summary: Students face five decision-making situations and discuss how their values, beliefs and attitudes affect their choices.

Handouts: Decision-Making Situations (29)

Pre-Post Question: How do my values, beliefs and attitudes affect my decisions?

Special Materials Needed: None

Procedure:

1. Discuss how beliefs, attitudes and values affect decision-making.
2. Distribute Decision-Making Situations. Emphasize there are no right answers in this exercise, only "right answers for you personally." Pick one of the five situations and ask all students to respond individually in writing on another piece of paper. (For younger students, verbal response is fine.)
3. Discuss the responses. Tie different responses to personal beliefs, attitudes and values.
4. Divide class into four small groups. Assign a remaining situation to each group. Have group members respond individually in writing, then discuss results in small groups. (For younger students, have a group discussion.)

COMPETENCY IX: Understanding How To Make Decisions

7. Describe how decisions affect self and others.

Title: Mary and Johnny

Summary: Students examine situations where their decisions affect themselves and others.

Handouts: Mary and Johnny (25)
Making Choices (97 A-B)

Pre-Post Question: How do my decisions affect me and those around me?

Special Materials Needed: None

Procedure:

1. Distribute the Mary and Johnny handout. Go through each situation, asking how each person would be affected by each alternative. In the first instance, for example, how are the feelings and actions of the mother affected if Mary goes back to sleep versus getting up and starting to get dressed?
2. Solicit volunteers to describe a decision which affected them or someone else.
3. Divide the class into groups. Present each group a Making Choices situation. Each group then designs a solution and tells how that solution affects those involved.
4. Have the groups share with the class.

COMPETENCY X: Awareness of the Interrelationship of Life Roles

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).

Title: Hooray For Me

Summary: Students complete a handout identifying their current roles in life.

Handouts: Hooray For Me (14)

Special Materials Needed: None

Pre-Post Question: Who am I? What roles do I have?

Procedure:

1. Distribute Hooray For Me handout and have students complete it. Encourage them to list at least one role under the "Any Others" section at the bottom.
2. Have each student read their list to the class.
3. After all the "Any Others" have been heard, have students add to that section of their list.
4. Post the Hooray For Me sheets.

COMPETENCY X: Awareness of the Interrelationship of Life Roles
2. Describe work-related activities in the home, community and school.

Title: What Can I Do?

Summary: Students complete a handout listing work activities they could do at home.

Handouts: What Can I Do? (15)

Special Materials Needed: None

Pre-Post Question: What work-related activities can I do at home?

Procedure:

1. Discuss work activities that occur at home.
2. Distribute What Can I Do? and have students fill out their list. Have them select activity they could present to parents to do at home.
3. Discuss which of these activities also are done at school and in the community.
4. OPTIONS BEYOND DAY ONE: Have students take handout home and have parent complete right side of handout. Discuss differences in class the next day.

COMPETENCY X: Awareness of the Interrelationship of Life Roles

3. Describe how family members depend on one another, work together and share responsibilities.

Title: Blue Ribbon Family Member

Summary: Students play a board game about getting along in the family.

Handouts: Blue Ribbon Family Member Game (2)

Special Materials Needed: Markers for players, coins to flip

Pre-Post Question: Why is it important to get along in my family?

Procedure:

1. Have students play Blue Ribbon Family Member game in small groups. Because the game is short, only allow players to advance 1 or 2 spaces on flip of coin (heads one space, tails two spaces). Avoid dice.
2. After the game, have class offer examples of when they did work together with other family members, and examples when they did not.
3. Compile list of ways in which family members depend on one another. Post it in classroom.

COMPETENCY X: Awareness of the Interrelationship of Life Roles
4. Describe how work roles complement family roles.

Title: Work and Home

Summary: Students list the work roles and the family roles of family members and then compare them.

Handouts: Family Job Tree (10)
Hooray For Me (14)

Pre-Post Question: How does work help at home?

Special Materials Needed: None

Procedure:

1. Distribute two copies of Family Job Tree handout to each student. On one they are to list the current (or most recent) work role of each person living in their home (leaving the others blank). On the other handout, they are to list at least one chore or activity that each of those persons does for the household. For homemakers, two different activities should be listed.
2. Have students share their lists. Ask them how the work activity might assist the household activity. The work activity of "student," for instance, helps teach how to "clean up." That helps the student do a better job of cleaning their room at home.
3. Also ask the students how the work role helps each family member in general. For instance, "My mom is a teacher. Being a teacher helps her be a better mother because ..." Discuss specific skills and general items such as working for money to fulfill family needs.
4. Now distribute The Hooray For Me handout (14) which describes various roles of the student. Have the student complete the handout and then tell how their work role -- being a student -- could assist with each of the other roles listed.

COMPETENCY XI: Awareness of Different Occupations and Changing Male/Female Roles.

1. Describe how work is important to all people.

Title: Why People Work

Summary: Students brainstorm why people work, then work in small groups to come up with a description and pictures of a "Work Hater," a person who fits none of the reasons why people work.

Handouts: Reasons Why People Work (77)

Pre-Post Question: Why do people work?

Special Materials Needed: Drawing and collage materials

Procedure:

1. Review the Reasons Why People Work handout.
2. Ask students why people work. Brainstorm a list on the board. Encourage them to get past money: "Let's say you had enough money for the basics. What would you do? Why would you work?" Or: "Many people could make more money in other careers. Why do they keep the career they have?"

Examples: Self-respect, prestige, fame, fun, intellectual challenge, excitement, to help others, to be around other people and make friends, to be somewhere other than home, because my friends and parents want me to, to show I am grown up, because that's what people do, to take care of my family.

3. Group the ideas into the eight categories on the Reasons Why People Work handout. You may want to distribute the handout to older elementary students.
4. Ask if there are some people who may care about some things on the list. The answer is yes. Have some students volunteer items they may not care about.
5. Ask about people who do not have formal paid jobs, such as homemakers and retired people. Do they care about some items on the list? Yes. Which items fit a homemaker? (Self-respect, to help others, to take care of my family.) What do retired people do? Many have hobbies — that's a form of work, too. Why do they pursue those hobbies? (Self-respect, prestige, fun, intellectual challenge, excitement, to help others, to be around other interesting people and make friends, to be somewhere other than home.)
6. Divide the students into groups. Tell them they are going to create a "Work Hater." They are to come up with a description of a person who does not want any of the things listed on the board. What is this person like? What does the person look like? How do they live? Where? What do they do with their lives? What is their attitude? Have students write a paragraph description.
7. Have each student draw a picture of a "Work Hater." Make a collage for each group, using the pictures and the paragraph.

COMPETENCY XI: Awareness of Different Occupations and Changing Male/Female Roles.

2. Describe the changing life roles of men and women in work and family.

Title: Work & Family Role-Play

Summary: Students role-play family scenes and how traditional roles have changed.

Handouts: None

Special Materials Needed: None

Pre-Post Question: What jobs do men and women do at home and at work?

Procedure:

1. Divide class into groups, with boys and girls in each group.
2. Each group brainstorms a job list with two subgroups — jobs done in the home and jobs done outside the home. "Job" can be defined as "chore" for this activity.
3. Groups go back through their lists and label each job as traditionally done by men, traditionally done by women, or done equally by both.
4. Volunteers role-play a traditional family scene (mother, father, daughter, son) involving jobs in the home.
5. Class discusses how those traditions are changing and may continue to change. Point out that more than half of all married women now work outside the home.
6. Go back into groups. Have each group go through its list and change to "both" any job which could be done by men or women.
7. Discuss any jobs without the "both" label. Why not? Virtually all jobs should have "both" label. (Are there any legitimate exceptions? What about giving birth or nursing a baby? Discuss the changing role of military combat?)
8. Repeat role-play, with boys and girls reversing jobs they role-played earlier. Discuss class reactions.

CAREER PLANNING

COMPETENCY XI: Awareness of Different Occupations and Changing Male/Female Roles.

3. Describe how contributions of individuals both inside and outside the home are important.

Title: Caring At Home

Summary: Students gain an appreciation for the contributions of family members who care for the home.

Handouts: Help Wanted (89)

Pre-Post Question: What does a homemaker contribute to the family?

Special Materials Needed: None

Procedure:

1. Distribute Help Wanted handout with no introduction. Ask students to read job description -- how many are interested in this position? (None) Ask them to try to identify what this job could be. Lead discussion until they come up with Homemaker.
2. Divide class into small groups. Ask them to try to identify the dozen careers which a homemaker performs. Ask them to try to estimate the worth of this contribution.
3. Share results. Here are some careers:

Nursemaid
Dietician
Gardener
Bookkeeper
Food buyer
Housekeeper
Chauffeur
Security Guard
Cook
Sewer
Plumber
Deliverer
Dishwasher
Laundry Worker
Practical Nurse
Maintenance Worker

4. Use the current minimum wage to figure a minimum weekly salary at 99.6 hours per week.
5. Discuss how these duties get down when all adults in a family work outside the home!

CAREER PLANNING

COMPETENCY XII: Awareness of the Career Planning Process
1. Describe the importance of planning.

Title: Designing the Dog

Summary: Students play a game designing a dog on the board. They learn the value of teamwork and planning.

Handouts: Designing the Dog procedure sheet (46 A-B)

Pre-Post Question: What are the benefits of planning something before I do it?

Special Materials Needed: Colored chalk or markers, timer

Procedure:

1. Say to the students, "Let's pretend we're going on vacation. Can we just get in the car and go?" Why not? What do we have to do before we can get in the car to go? Make a list of all the things which must be decided first: where to go, where to stay overnight, how long to be gone, how to get there, how much it will cost, what to take, who to take, how to take care of the house and pets while we're gone, scheduling time off from work, notifying neighbors and friends we are going, notifying those we plan to visit, preparing the car for a trip, packing the car, etc.
2. Ask students what will happen if they don't do the planning described.
3. Tell students they are going to play a game where they design a dog in groups. The first time there will be special rules and no planning. The second time they will be able to plan.
4. Do Designing the Dog as described on the handout.
5. Discuss the value of planning and working together on a project.

COMPETENCY XII: Awareness of the Career Planning Process

2. Describe skills needed in a variety of occupational groups.

Title: School Subject Skills & Occupations

Summary: Students fill out a graphic that ties a career to various school subjects.

Handouts: Wheels (37-A)
Occupational Clusters (42 A-J)
Workplace Basics (84)

Pre-Post Question: What school subjects are needed for different careers?

Special Materials Needed: None

Procedure:

1. Brainstorm a list of school subjects on the board, including all subjects any students in the class are currently taking or took during the previous semester or school year.

2. In an adjacent list, brainstorm a list of careers the students are interested in.

3. Pick a career and ask students, "What subjects on the school list could help learn this career?"

4. Distribute the Wheels handout. Either individually or in small groups, have students select a career and write it in the middle circle, then in the outer circle list up to eight school subjects which could help in that career. You could also have them list their grade in that subject. It is okay to leave some of the eight sections blank.

5. Have students share their careers and subject lists.

6. Now have students rank the subjects they listed, with 1 being the most important.

7. Now group the students by No. 1 subject. All who listed English first get together, all who listed math first, all who listed art first, etc. Have each group recite their careers, and discuss why they listed that subject first.

8. Distribute the appropriate Occupational Cluster to each group so they can see all the other careers connected to the school subject they listed. NOTE: Handout Math: Who Needs It (22 A-B) also could be used here.

9. Discuss general skills needed in virtually all occupations. Refer to Workplace Basics handout (84).

10. For older elementary students: Distribute Workplace Basics handout. In one column have students list a career needing that skill. In the other column have students list a school subject which teaches that skill.

11. This activity is also used for Competency IV, Indicator 3.

CAREER PLANNING

COMPETENCY XII: Awareness of the Career Planning Process

3. Develop an individual career plan for the elementary school level.

Title: My Goals

Summary: Students complete a handout where they list goals in seven key areas.

Handouts: My Goals (103)

Pre-Post Question: What are my goals?

Special Materials Needed: None

Procedure:

1. NOTE: Students will have difficulty with this activity without having first completed many of the previous activities.
2. Distribute My Goals sheet. Discuss each category. The most difficult may be personal growth ("No, it doesn't mean to grow taller; it's things you want to improve, like: controlling my anger, or paying attention better, or reading faster.")
3. Have students complete handout.
4. Divide students into small groups. Have them share with the group, with other group members checking to see that the goals match — a career goal of lawyer would not fit an educational goal of high school graduate.
5. Have some students share with the class.
6. Post the My Goals statements.
7. Save them for future review.

Middle/Junior High School Student

Career Competencies and Indicators

Self-Knowledge

I:	Knowledge of the influence of a positive self-concept	Ivory
II:	Skills to interact with others	Orchid
III:	Knowledge of the importance of growth and change	Salmon

Educational and Occupation Exploration

IV:	Knowledge of the benefits of educational achievement to career opportunities	Canary
V:	Understanding the relationship between work and learning	Green
VI:	Skills to locate, understand, and use career information	Gray
VII:	Knowledge of skills necessary to seek and obtain jobs	Gold
VIII:	Understanding how work relates to the needs and functions of the economy and society	Blue

Career Planning

IX:	Skills to make decisions	Buff
X:	Knowledge of the interrelationship of life roles	Pink
XI:	Knowledge of different occupations and changing male/female roles	Green Tint
XII:	Understanding the process of career planning	Tan

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

1. Demonstrate respect for the feeling and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.

7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.
5. Identify skills that are transferable from on occupation to another.
6. Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts use in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational and occupational interests.
5. Describe how the expectations of others affect career planning.

6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
8. Identify the requirements for secondary and post-secondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.
3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

1. Describe advantages and problems of entering non-traditional occupations.
2. Describe the advantages of taking courses related to personal interest,, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and vocational programs offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

Competencies and Indicators

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the Influence of a Positive Self-Concept

1. Describe personal likes and dislikes.

Title: Self-Appraisal

Summary: Students complete two handouts asking questions requiring self-appraisal.

Handouts: What Am I Like? (92)
Self-Appraisal Worksheet (91)

Pre-Post Question: What am I like?

Special Materials Needed: None

Procedure:

1. Discuss the importance of self-knowledge.
2. Distribute handouts. Tell students this information will be shared with instructor but only one answer of the student's choosing will be shared in the group with other students.
3. Have students complete both handouts.
4. Seat students in circle. Ask each student to answer one question. After all have done so, ask for volunteers to answer some of the questions which have not been addressed.
5. Keep papers for later review or have students keep papers in a career notebook.

COMPETENCY I: Knowledge of the Influence of a Positive Self-Concept

2. Describe individual skills required to fulfill different life roles.

Title: Skills For Life

Summary: Students produce a list of skills which fit their current life roles.

Handouts: None

Pre-Post Question: What skills do I have?

Special Materials Needed: None

Procedure:

1. Introduce the six life roles: Individual, family member, learner, consumer, producer, citizen. Define the roles, noting that it takes skill to function in these roles:

Individual -- Things I like, things I am good at.

Family ------ My needs, my wants, my duties.

Learner ----- Things I like to learn, things I have learned, the ways I learn best.

Consumer ---- Goods, services, transportation, recreation that I buy; things I use.

Producer ---- Work: paid, volunteer, at home, in school.

Citizen ----- My participation in the community (including school), such as: Voting and holding office, following laws/rules, helping those less fortunate, paying taxes, cleaning neighborhood, reporting emergencies, communicating information.

2. Have students create a chart on a piece of paper -- three columns titled Life Roles, Activity, Skills.
3. Discuss each role, one at a time. Start with Individual: brainstorm as many activities as possible which fulfill that role; list them on the board. Have students write on their own paper any activities which personally apply.
4. Go back through the activities list, asking what you need to know or do in order to perform each activity. Explain that those are skills. List the skills for each activity; students individually list any skills which they possess.
5. Now go to the next life role. Proceed through all six life roles in this manner.
6. Ask for students to volunteer their activity and skill lists.

COMPETENCY I: Knowledge of the Influence of a Positive Self-Concept

3. Describe how one's behavior influences the feelings and actions of others.

Title: Mary and Johnny

Summary: Students examine situations where alternative behaviors affect others.

Handouts: Mary and Johnny (25)

Pre-Post Question: How does my behavior affect those around me?

Special Materials Needed: None

Procedure:

1. Pretend to be angry with the class for no reason. Stop your role-play quickly and say you were just kidding. Ask the students how they felt. Discuss how one's behavior can influence the feelings and actions of others.
2. Divide class into small groups. Distribute Mary and Johnny handout, one to each group. Have groups go through each situation, listing on a separate piece of paper how the alternatives might affect others. In the first instance, for example, how are the feelings and actions of the mother affected if Mary goes back to sleep versus getting up and starting to get dressed?
3. Go through each situation, with groups sharing results.
4. Solicit volunteers to describe a behavior of theirs which influenced (positively or negatively) the feelings or actions of someone else.

COMPETENCY I: Knowledge of the Influence of a Positive Self-Concept

4. Identify environmental influences on attitudes, behaviors, and aptitudes.

Title: Prioritizing Activities

Summary: Students will estimate how their time is spent in a typical day.

Handouts: Prioritizing Activities (88)

Pre-Post Question: How do I really spend my time?

Special Materials Needed: None

Procedure:

1. Distribute Prioritizing Activities handout and have students mark what they do at different times in a typical day. Be specific! (See list below.) Option: Provide a handout sheet for each of seven days.
2. Have them tabulate the total number of hours per day spent in different general activities, such as:

Sleep
Work
With family
Watching TV
Hobby (describe)
School
Homework
With friends
Bathing/Dressing
Eating
Chores
Reading
Traveling to/from

3. Discuss how they spend their time versus how they might prefer to spend their time. How does time (or lack of it) affect our attitude and aptitude as well as behavior listed above?
4. Discuss other environmental factors which affect behavior, attitude and aptitude, such as: geography, climate, location (urban/rural), culture (holidays/mores), laws.

COMPETENCY II: Skills to Interact With Others
1. Demonstrate respect for the feelings and beliefs of others.

Title: Your Point of View

Summary: Students look at picture which could be Old Lady or Young Girl and discuss opposing viewpoints with a partner.

Handouts: Pictures ABC (3 A-B-C)

Pre-Post Question: How do I deal with people who have different beliefs than I do?

Special Materials Needed: None

Procedure:

1. Discuss feelings and beliefs and how opposing viewpoints can co-exist. Have class brainstorm beliefs which are opposed -- religion, politics, etc. Make a list on the board of opposing beliefs held by members of the class.
2. Divide the class into two equal groups. Each group receives a picture. One group receives Picture A and the other group Picture B. Do not identify the pictures in any way or use the terms "Old Lady" or "Young Girl." Ask each group to write a description of the person in the picture, including sex, clothing, hairstyle and age.
3. Each member of the Picture A group is then paired with a member of the Picture B group. (One threesome may be required if there is an uneven number of participants). Each pair is given a copy of Picture C. Each pair is then asked to discuss their beliefs about the person in the picture, including sex, clothing, hairstyle and age.
4. After the discussions/arguments have proceeded for a while, write the following sentence on the board: "I respect your opinion that the picture looks more like a __________ than a __________." Tell class that they do not have to convince their partner to change views -- only to willingly make the above statement. Allow discussions to proceed.
5. Have the whole group discuss results. If some were unable to make the above statement, ask them to explain why. Discuss respect for opposing viewpoints.

COMPETENCY II: Skills to Interact With Others

2. Demonstrate an appreciation for the similarities and differences among people.

Title: Venn Diagram

Summary: Partners will know more about themselves and each other, how they are alike and different.

Handouts: Venn Diagram (24)

Pre-Post Question: How am I alike and different from others in this group?

Special Materials Needed: None

Procedure:

1. Divide group into pairs. Distribute Venn Diagram to each person.
2. Partners take turns identifying single-word traits about themselves (adjectives or nouns). Partner A says the word. Partner B says whether that word also fits him/her.
3. Each person writes the word in correct part of diagram -- "You," "Me," or "Together."
4. Partners share with larger group how they are alike and different.
5. Exercise may be repeated in timed intervals with new partners.

COMPETENCY II: Skills to Interact With Others

3. Demonstrate tolerance and flexibility in interpersonal and group situations.

Title: Blind, Speechless & Paralyzed

Summary: Students play a sensory deprivation game in which they must be tolerant and flexible.

Handouts: Blind, Speechless & Paralyzed (75)

Pre-Post Question: How do I handle unusual situations?

Special Materials Needed: Blindfolds for 1/3 of group

Procedure:

1. Divide the class into groups of three. Have them count off so each person has a number (1, 2 or 3). Tell them to note who their partners are. NOTE: If necessary, have one or two groups of four. In these groups, have two No. 1's.

2. Inform the class that each will suffer a sensory loss. All of the 1's will be blindfolded. All of the 2's will lose the ability to speak. All of the 3's will be paralyzed.

3. Divide the room into those three groups. Provide secret instructions to each (full instructions are on handout):

The goal for all blind 1's is to find their speechless partner 2.
The goal for all speechless 2's is to have every blind 1 but their partner 1 shake hands with their paralyzed partner 3.
The goal for all paralyzed 3's is to keep their blind 1 and speechless 2 apart.

4. Blindfold all the 1's. Have their partner 3's move them about the room so they lose orientation.

5. Have 3's take random seats and become paralyzed.

6. Announce that the game has begun. Let it continue until several 1's and/or 2's have reached their goal.

7. End the game. Allow the 1's to remove blindfolds. Have partners discuss in their groups what goals they accomplished, what goals they did not, why not, and how they felt.

8. Lead class discussion about what occurred and how participants felt. Ask for ways in which each number partner had to be tolerant and flexible. Here are some examples:

1	Losing sight Being led around	Touching "strangers" Receiving misinformation
2	Losing speech Face being touched	Leading others around Being rejected by 1's
3	Losing movement Having hands raised	Being ignored

COMPETENCY II: Skills to Interact With Others
4. Demonstrate skills in responding to criticism.

Title: Criticizing

Summary: Students select three weaknesses, and are criticized about one of them. They discuss the criticism with a third party, then respond to the criticizer.

Handouts: How to Criticize (80-A)
10 Steps To Handling Criticism (80-B)

Pre-Post Question: How do I respond when I am criticized?

Special Materials Needed: None

Procedure:

1. NOTE: This may be a stressful exercise. An alternative would be to role-play hypothetical situations but that does not show whether the student can respond to real criticism!
2. Distribute the handouts and lead a discussion about criticism. Go through the How to Criticize handout step by step, seeking examples of students experiencing correct and incorrect methods. Do the same with 10 Steps to Handling Criticism.
3. Divide the class into groups of three, selecting students who know each other well and get along. You may need one or two groups of four.
4. Have each person write down a list of at least three things that they have been criticized about. They must be specific: "My room is too messy"; "I swear too much"; "I don't do my homework." Only one of the three may be about physical appearance.
5. Make a list yourself. Select two of your best students and do a role-play for the class. You are the one to be criticized. Hand your list to one student, the criticizer. Ask them to select one item from the list, and give them a few moments to decide how to approach you with this criticism, using the How To Criticize handout.
6. Role-play the criticism.
7. Role-play out loud your own thoughts about the criticism (Step 6 from the 10 Steps handout).
8. Turn to the other student and role-play step 7 from the 10 Steps handout. (Share the criticism with someone who knows you well, and ask what they think.)
9. Role-play out loud steps 8 and 9.
10. Role-play Step 10 with the criticizer.
11. Have the groups of three go through the process. Each person should get a chance to be the criticized, criticizer and best friend. Make sure the criticized shares out loud steps 6, 8 and 9, which usually would be done by thinking.
12. Have small groups share with the class.

COMPETENCY II: Skills to Interact With Others
5. Demonstrate effective group membership skills.

Title: Designing the Dog

Summary: Students play a game designing a dog on the board. They learn the value of teamwork versus the assembly-line method of production.

Handouts: Designing the Dog procedure sheet (46 A-B)

Pre-Post Question: What are the differences between the teamwork and assembly-line methods of production?

Special Materials Needed: Colored chalk or markers, timer

Procedure:
1. The game is described in detail on the handout.

COMPETENCY II: Skills to Interact With Others
6. Demonstrate effective social skills.

Title: The Closed Mind vs. the Open Ear

Summary: Students in small groups make up tongue-twisters and see if the rest of the class can listen carefully enough to pass them through the class, student by student.

Handouts: The Closed Mind (58 A-B)

Pre-Post Question: How can I listen better?

Special Materials Needed: None

Procedure:

1. Discuss listening as a key social skill.
2. Seek six volunteers to read the six different ways of saying "I Don't Care What You Think" shown on The Closed Mind handout. Have them read the statements to the class quickly. Then go back and have each read their statement, stopping after each and asking the class the difference in meaning. Discuss how inflection changes the meaning of words.
3. Divide the class into small groups. Ask each group to invent a tongue-twister, which they must put in writing. Use Peter Piper of Sally Sells Sea Shells as examples, but the groups must create original ones. Point out alliteration as the key tool. The object will be to try to come up with a tongue-twister so difficult that classmates will not be able to pass it through the class. Therefore the tongue-twisters must be kept secret.
4. Have the written tongue-twisters submitted to you. Seat the class in a big circle or in rows. One volunteer from the first group whispers the tongue-twister to a classmate from a different group. That classmate whispers it to another classmate, etc., until the tongue-twister goes through the entire class (except for the group which invented it). See what the last student relates as the tongue-twister. Write it down next to the original. Compare for the class. Do this with each tongue-twister.
5. Discuss listening as a skill. Distribute the Closed-Minded Ear handout and discuss the 10 reasons we fail to communicate.
6. Post the tongue-twisters in the classroom.

COMPETENCY II: Skills to Interact With Others

7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Title: Labeling

Summary: Students play a game in which each has a label on their back and other students treat them accordingly.

Handouts: None

Pre-Post Question: In what ways do we label people without really knowing them?

Special Materials Needed: Index cards

Procedure:

1. Discuss labeling and how we pre-judge people. Tell group they are going to play a game in which each of them is labeled; the goal is to figure out "who you are" by the way people act toward you. You cannot tell another participant their label.
2. Tape index card label on the back of each person, making sure individuals do not see their labels. Tell them the label identifies a career, lifestyle, attitude, ability or culture.
3. Have the group form two circles, inner and outer. A member of the inner circle faces a member of the outer circle, in pairs. Each person looks at the label of their "partner," and then interacts with the partner for 30 seconds based on the label.
4. Every thirty seconds have the circles shift so each person gets a new partner. Keep going until a full circuit is achieved.
5. Have all participants sit in one circle. Go around the circle and ask each to identify themselves as closely as possible. Have each justify their identification.
6. Some suggestions for labels:

President
Your best friend
Social Worker
Minister
Smartest Student
Environmentalist
Dictator
Drug Pusher
Special Ed. Student
Teacher's Pet
Senile Person
Strictest Teacher
Stuffy Englander
Rock Star
Person with VD
Mass Murderer
Eskimo
Alcoholic
Cutest Student
Apartheid Supporter
Pro Athlete

COMPETENCY III: Knowledge of the Importance of Growth and Change

1. Identify feelings associated with significant experiences.

Title: Feeling Loss

Summary: Groups present skits about feelings associated with significant losses and significant joys.

Handouts: Feeling Loss (66)

Pre-Post Question: How do I express my feelings when I suffer a loss?

Special Materials Needed: None

Procedure:

1. Discuss significant life experiences. Have class brainstorm 3 lists on board -- significant positive experiences, significant negative experiences, and significant experiences which could go either way.
2. Distribute Feeling Loss handout. Have each student circle any loss that has happened to them. Ask volunteers to share feelings.
3. Divide class into small groups. Have each group select an item from the middle list and create a skit which demonstrates different feelings that people could have about that loss.
4. Have groups present skits. Compile a master list of feelings expressed.
5. Have small groups brainstorm a Feeling Joy list comparable to the Loss list. It should have 3 categories -- Obvious Joys, Not-So-Obvious Joys, Mini Joys.
6. Compile master list of joys.
7. Have groups present skits demonstrating feelings associated with one of the joys.

COMPETENCY III: **Knowledge of the Importance of Growth and Change**

2. Identify internal and external sources of stress.

Title: Stress & Me

Summary: Students gain insight about what causes them stress and how that stress is manifested.

Handouts: Dear Me (38 A-B)

Pre-Post Question: What causes me stress? How does my stress show?

Special Materials Needed: None

Procedure:

1. Discuss stress as a normal part of life; ask for examples of situations that cause stress for class members.
2. Distribute Dear Me handout. Have students fill out the first page only. Ask for volunteers to share their sentences.
3. Discuss symptoms of stress, the Body Reactions chart and the effect on health.
4. Have students complete the second page of Dear Me. Discuss ways of coping with stress.

COMPETENCY III: **Knowledge of the Importance of Growth and Change**

3. Demonstrate ways of responding to others when under stress.

Title: My Response

Summary: Students complete a handout offering alternative ways of responding to stressful situations.

Handouts: My Response (27)

Special Materials Needed: None

Pre-Post Question: How can I best respond to others when under stress?

Procedure:

1. Have students pair up. Distribute My Response handout. Have them answer the four questions. They select the answer they believe to be most appropriate but also must fill in the blanks. Thus they may have two answers for some questions.
2. Lead a discussion of each question. What is stressful about this situation? What is the value of each way of responding? Collect fill-in-the-blank suggestions.

COMPETENCY III: **Knowledge of the Importance of Growth and Change**

4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.

Title: Life Span Chart

Summary: Students create a timeline of significant growth and changes.

Handouts: Life Span Chart (90)

Pre-Post Question: What are the stages of my life?

Special Materials Needed: None

Procedure:

1. Discuss life stages and rites of passage: Have them brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, full-time education complete, full-time work begins, marriage, children, divorce, career change, children leave home, retirement, death.

2. Give students Life Span Chart handout. Discuss "averages" on chart.
3. Have students fill in their own Life Span Chart to the current time.
4. Have students imagine their future, creating their own Life Span Chart, utilizing whichever items they deem appropriate.
5. Seek volunteers to share.

COMPETENCY III: Knowledge of the Importance of Growth and Change

5. Describe physiological and psychological factors as they relate to career development.

Title: Strength and Stress

Summary: Students produce career lists for various factors.

Handouts: None

Pre-Post Question: What physiological and psychological factors relate to career development?

Special Materials Needed: None

Procedure:

1. Have each student write down a career they like.

2. Write the words STRENGTH (physiological) and STRESS (psychological) on the board. Have class brainstorm careers for each factor. Have each student tell whether the career they identified fits on either list. Here are some examples:

STRENGTH -- Police officer, bouncer, firefighter, professional athlete, longshore worker, delivery worker, construction worker.

STRESS -- Air traffic controller, attorney, politician, police officer, firefighter, paramedic, actor, principal, customer service representative, business managers.

3. Now brainstorm other physiological and psychological factors. Here are some examples:

PHYSICAL -- Size, looks, manual dexterity (brick-laying), finger dexterity (sewing), eye-hand-foot coordination, speed, vision, hearing, taste, touch, smell, youth.

PSYCHOLOGICAL (mental and emotional) -- Intelligence, verbal ability, math ability, people skills, high energy, anger management, outgoing, honest, communicative, drive (willingness to work hard), willingness to learn.

4. Divide the class into small groups. Ask one member of each group to volunteer as a recorder.

5. Assign each group a physiological and a psychological factor at random. Have them brainstorm careers for each.

6. Post the lists around the room. Have each student go to each list with the paper on which they identified a career. Have them see if their career is on each list. If so, have them record the factor on their paper under the career name. They end up with a list of physiological and psychological factors which may apply to that career.

7. Post each student's list.

COMPETENCY III: **Knowledge of the Importance of Growth and Change**

6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Title: Things I Like To Do

Summary: Students compile a list of activities, designate whether they are for leisure, family or career growth, and discuss the positive effects of those activities.

Handouts: Things I Like To Do (74)

Pre-Post Question: What do I like to do that is good for me?

Special Materials Needed: None

Procedure:

1. Distribute What I Like To Do handout and have students complete it.
2. Have students share lists, especially noting which activities are on more than one list.
3. Discuss the benefits of those activities -- mental, emotional, physical and economic.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

1. Describe the importance of academic and occupational skills in the work world.

Title: Mathematics: Who Needs It?

Summary: Students see how vital math is in the work world.

Handouts: Mathematics: Who Needs It? (22 A-B)

Pre-Post Question: What careers use math?

Special Materials Needed: None

Procedure:

1. Discuss how academic skills are used in careers.
2. Divide class into groups. Ask each to brainstorm as many careers as possible which use math.
3. Have groups share. Make a master list on the board.
4. Distribute the handout. Discuss careers on the handout which were missed by the class.
5. NOTE: Activity described on next page is strongly related.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

2. Identify how the skills taught in school subjects are used in various occupations.

Title: School Subjects & Occupational Clusters

Summary: Students fill out balloon graphics that create a list of careers tied to each school subject.

Handouts: Occupational Clusters (42 A-J)

Pre-Post Question: What careers are tied to each school subject?

Special Materials Needed: None

Procedure:

1. Discuss the connection between school subjects and careers. Show and discuss one of the occupational cluster handouts as an example.
2. Divide the class into small groups and distribute one blank balloon graphic for each group. Have each group select a different school subject. The school subject is written in the center circle; the group then brainstorms as many careers as possible, filling every balloon.
3. Have groups share with class.
4. Have groups compare their results with handouts.
5. Post results and send copies to subject teachers.
6. NOTE: Activity described on previous page is strongly related.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

3. Describe individual strengths and weaknesses in school subjects.

Title: Me in School

Summary: Students analyze their school performance, subject by subject.

Handouts: Me In School (73)

Pre-Post Question: What are my strengths and weaknesses in school?

Special Materials Needed: This activity could be augmented with specific educational records for each student.

Procedure:

1. Brainstorm a list of school subjects on the board, including all subjects any students in the class are currently taking or took during the previous semester or school year.

2. Distribute Me in School handout. Have students list all current subjects and any other subjects they have taken in previous semester or year. Have them complete next three columns: most recent grade, grade I could achieve, reasons for not reaching my potential. For students who achieved the highest possible grade, have them list "Things I Still Could Learn" in the last column.

3. Divide class into small groups. Have them share and brainstorm ideas for the last column. Have students add to last column as they get ideas from classmates.

4. NOTE: Plan of Action is for the next Indicator. This could be a continuous activity.

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COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

4. Describe a plan of action for increasing basic educational skills.

Title: Me in School

Summary: Students create a plan to do better in school.

Handouts: Me in School (73)

Pre-Post Question: How can I do better in school?

Special Materials Needed: None

Procedure:

1. Discuss why school is important. (See activities for the first two Indicators of this section).
2. Have students complete top half of Me in School handout, as described in Indicator on previous page.
3. Brainstorm ways students could increase educational skills and do better in school: devote more time to studying, read during leisure time, ask teachers for help, ask parents for help, ask friends for help, improve attitude, do volunteer work in community, help teach a younger student, get a tutor, take special classes, practice, etc.
4. Have students answer the first question under Plan of Action: What I could do to increase my educational skills.
5. Divide class into small groups. Have them share answers and brainstorm for each student: who could help me, where I could get help, when I can start this process.
6. Have students share answers with class.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

5. Describe the skills needed to adjust to changing occupational requirements.

Title: The Skills Employers Want

Summary: Students learn about the skills most in demand and brainstorm school subjects connected to those skills.

Handouts: Workplace Basics: A checklist (84)

Pre-Post Question: What skills do today's employers want most?

Special Materials Needed: None

Procedure:

1. Ask students what they think employers want most in an employee. Brainstorm a list on the board.
2. Have students rank the skills listed. Students likely will list experience and dependability at the top. If applicable, tell them you have a surprise -- they've missed some of the top ones and have listed ones that aren't on the list!
3. Distribute the Workplace Basics checklist. Go over each one and discuss what they mean. For each, ask, "Who has this skill?" Call on students to describe what they have done to demonstrate they have the skill. Have each student list answers on the handout.
4. Divide the class into small groups. Have them brainstorm and list on the handout school subjects which could help them acquire each of the seven skill categories.
5. Have small groups share. Make a master list and post it.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

6. Describe how continued learning enhances the ability to achieve goals.

Title: The Working Life of Joe Schmoe

Summary: Students compete in groups to fill in the blanks in a funny story which emphasizes the need for continued learning.

Handout: The Working life of Joe Schmoe (95 A-B)

Special Materials Needed: None

Pre-Post Question: What's so important about lifelong learning?

Procedure:

1. Divide group into teams of 2-4. Tell them they will be competing to get the most correct answers. Ask each group to select a recorder.
2. Distribute handout, with one for each person and an extra for each recorder.
3. Read the story aloud. Stop at the end of each sentence which has fill-in-the-blanks. Each group privately selects an answer, which is only written on the recorder's extra copy.
4. Go back through the story, stopping at each fill-in-the-blank. Ask for and confirm correct answers. Have each individual fill out their handout with correct answers.
5. Identify group(s) with most correct answers.
6. Ask what was the point of the story. Lead discussion. Offer more handouts for them to do with friends/relatives.

JOE SCHMOE ANSWERS:

1. 12,000
2. Restaurant Worker (and others)
3. 4 percent (some sources say higher)
4. $10,920
5. $10,895
6. $25
7. Electronics Technician (and others)
8. $1,300
9. 3
10. 12
11. 68
12. Ability/willingness to learn
13. "You're fired!"

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

7. Describe how skills relate to the selection of high school courses of study.

Title: Skills and High School

Summary: Students score themselves in different skills, then link those skills to high school subjects they are considering.

Handouts: Skills Checklist (82 A-D)
My Skill Record (76)
School Courses (83)

Pre-Post Question: What skills will help me get into the high school courses I'm considering?

Special Materials Needed: Course guide from your high school, preferably a description of courses with prerequisites.

Procedure:

1. Discuss the transition to high school and the increased choice of courses available there.
2. Distribute the Skills Checklist and have students select any they wish and record their level of mastery on the My Skill Record handout, with a 1 for Observed, 2 for Practiced and 3 for Acquired. They should fill every line on My Skill Record, then add up their total for the sheet to come up with an overall skills score. This can be shared and compared.
3. Have them record their score for each skill selected on the first blank column of the skills checklist.
4. Divide class into small groups and distribute your high school guide, or if you don't have one, the School Courses handout.
5. Have students review the course guide or School Courses list. Have students write a list of subjects they might want to take in the last blank column on the Skills Checklist. This list must be repeated on each page of the Skills Checklist.
6. Have students draw a line from each subject to all the skills which could help them in that subject.
7. Have them review this matching in small groups, sharing information and drawing additional lines as needed.
8. Have small groups share with the class.

COMPETENCY IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

8. Describe how aptitudes and abilities relate to broad occupational groups.

Title: My Abilities and Careers

Summary: Students complete a 30-question survey and then link their answers with career groups and specific careers.

Handouts: I Am Good At/Career Chart (87 A-J)

Pre-Post Question: How do my abilities match up with careers?

Special Materials Needed: Highlighter markers

Procedure:

1. Distribute I Am Good At... handout and have students complete it.
2. Pass out Career Chart, have them review it and select their three favorite categories.
3. Pass out highlighters. For each of their three favorite career categories, have them highlight vertically each of the 30 items they checked on the survey. While doing this they should pay no attention to the career names!
4. When done, they examine each career (horizontally) on the chart. For each highlighted career, they count the number of highlighted dots and the total number of dots, displaying their score as a fraction: 9/14 would mean 9 highlighted dots out of 14 dots total.
5. Have them figure out which careers are their closest matches. When more than half the dots for any career are highlighted it is considered a match. Having all but two or three dots highlighted means an extremely close match.
6. Have them figure out which cluster they matched most closely.
7. OPTION: Do more than three clusters.

COMPETENCY V: Understanding the Relationship Between Work and Learning

1. Demonstrate effective learning habits and skills.

Title: Following Directions (withhold title from students)

Summary: Students do exercise which may trick them into not following directions.

Handouts: Quiz (4)

Pre-Post Question: What is the most important study skill? (Following directions)

Special Materials Needed: None

Procedure:

1. Do not tell students the name of the activity. Pass out the exercise and give instructions as you normally would for quizzes and exercises. Tell them this is not a timed test, and students should take their time. Emphasize that no student may share information about this test with another student.
2. Observe how many students actually follow the directions to "Read everything completely before doing anything." When some students are finished with the exercise, ask how many are still working. See if that question inspires others to follow the directions.
3. When almost all students have completed the paper, stop the group. Let one student explain how they finished so quickly. Lead a discussion about following directions.

COMPETENCY V: Understanding the Relationship Between Work and Learning

2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.

Title: How Do I Feel About Education?

Summary: Students complete a survey scoring their attitudes about education

Handouts: How Do I Feel About Education? (41 A-B)

Pre-Post Question: How do I feel about education?

Special Materials Needed: None

Procedure:

1. Distribute How Do I Feel About Education? handout and have each student complete it.
2. Discuss the connection between educational skills and job success, and the significance of one's attitude about education.
3. Ask each student to write a paragraph about how they could improve their attitude about education.

COMPETENCY V: Understanding the Relationship Between Work and Learning

3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Title: Mary, Jan and Harold

Summary: Students evaluate the career choices of three fictional characters, and then evaluate themselves.

Handouts: Mary, Jan and Harold (60 A-B)

Pre-Post Question: How do my attitudes, beliefs, abilities and skills affect career choice?

Special Materials Needed: None

Procedure:

1. Ask volunteers to name a career they are interested in. Ask them why they are interested in that career. Begin identifying ways that careers are selected, including those identified on handout chart (interests, values, abilities, aptitudes, influences of family and/or friends, experiences, financial situation) and also the Most Common Mistakes List.

2. Divide class into small groups. Distribute the handouts. Go over Most Common Mistakes List. Have volunteers read each biography aloud; answer any questions. Then have groups work to fill out the chart, identifying how each of the three made their career choice.

3. Have small groups share their charts.

4. Have individuals write their own names in the bottom row of chart and try to fill in each box.

5. Have volunteers share. Those with empty boxes may get ideas to complete their chart.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

1. Identify various ways that occupations can be classified.

Title: It Might Have Been

Summary: Students categorize several occupations by data-people-things, and learn about other grouping methods.

Handouts: It Might Have Been (5 A-H)
GOE Interest Areas/SOC Groups (53 A-B)

Pre-Post Question: Try to categorize careers by whether they are primarily work with data, people or things.

Special Materials Needed: None

Procedure:

1. Discuss that careers can be classified a number of ways. Highlight the division of careers by their primary function -- working with data (information), people, or things (tools, equipment, machinery, objects).

2. List data-people-things on board and ask for examples of careers in each. Discuss that some careers may share two or even all three categories. Remind students they are looking for the primary category.

3. Divide class into groups of four and provide one handout set to each group. Each group's task is to examine each picture and answer two questions: Is the person pictured primarily working with data, people or things? What category would this person rather be working with?

4. Have groups share their judgments. Discuss differences. The recommended answers are:

Waiter-Archeologist (People-Data)
Astronaut-"People Person" (Data-People)
Model-Computers (People-Data)

Teacher-Forest Ranger (People-Data)
Actress-Astronaut (People-Data)
Actor-Mechanic (People-Things)

Mechanic-Actor (Things-People)
Tennis player-Sheep farmer (Things-Things)

5. Ask each student to identify themselves as a Data Person, People Person or Things Person. Arrange the class into those three groups and have them brainstorm careers for their group.

6. Distribute GOE/SOC handout. Discuss these two grouping systems. Have students label each GOE interest area and SOC group by data-people-things, writing one of those three words in the margin next to each group.

7. Have students select their three favorite GOE Interest Areas and their three favorite SOC groups.

8. The Guide to Occupational Exploration is a reference book. The Occupational Outlook Handbook uses SOC groups.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

2. Identify a number of occupational groups for exploration.

Title: CIA CODE

Summary: Students complete an interest survey which provides them a "CIA Code" -- a top Career Interest Area (Guide for Occupational Exploration Worker Trait Group).

Handouts: Career Interest Areas (86 A-G)

Pre-Post Question: How do my interests match up with career groups?

Special Materials Needed: None

Procedure:

1. Have students select partners. While this is really an individual activity, it is a long one and having partners keeps students from being bored. It also will help readability.
2. NOTE: These instructions make little sense without reviewing the handouts.
3. Distribute Career Interest Areas Survey, but not the Career Survey Evaluation Sheet. Have students alternate reading the questions out loud to one another. They may discuss answers but emphasize they should choose the one that fits them best (not just what partner chose). Make sure entire class completes survey.
4. Have partners switch papers for scoring. Partner A will read Partner B's answers out loud. Partner B will record them on Career Survey Evaluation Sheet.
5. Review and explain instructions on Career Survey Evaluation Sheet. Remind students to start at the bottom of each letter column. They will have a whole bunch of X's in the "1" row before they get any in the 2 row (the second time they choose a letter). Have everyone stop when they get the chart filled in.
6. Below the chart they are to list their three top Career Interest Areas. Example: If there is a tie for first, and one next, those are the three areas. They may have to list four if there are two two-way ties, for example.
7. They then back up to the last survey page to read the descriptions of the 12 areas. They then look through the career list and select their CIA Code.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

3. Demonstrate skills in using school and community resources to learn about occupational groups.

Title: Career Resources in my School and Community

Summary: Students compile a master list of resources.

Handouts: None

Pre-Post Question: What career resources are available to me?

Special Materials Needed: Phone books, use of telephone

Procedure:

1. Meeting this Indicator requires local research. It is advisable that the instructor complete some of this research prior to introducing this subject to the class. Make a list of questions appropriate to your community:

Does your school district have a Career Center? Career books in the library? A computer information system in the library? A careers class? A Diversified Occupations class? A job placement office? A counselor who helps seniors with post-high school placement? A career development philosophy?

Does your community have a Career Center? Career books in the public library? A computer information system? A job placement office? A Chamber of Commerce? Union halls? A business-labor-education partnership council? A youth employment service?

2. Put students in partners. Assign each team a question to answer. Provide them with phone books, telephones, passes to the library, etc., so they may answer the questions. Have each partnership make sure to ask about self-employment opportunities.
3. Compile a master list of career resources.
4. Make arrangements to utilize those resources so students may develop skills in using them.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

4. Identify sources to obtain information about occupational groups, including self-employment.

Title: Career Interest Areas In My Community

Summary: Students complete an interest survey, then find local businesses which fit their CIA Code (top Career Interest Area).

Handouts: Career Interest Areas (86 A-G)

Pre-Post Question: What local businesses and agencies have jobs in my favorite career group?

Special Materials Needed: Multiple copies of the Yellow Pages

Procedure:

1. Have students complete the Career Interest Area (CIA Code) survey described for Indicator 2 of this competency.
2. Partner students by CIA Code. Give each pair a copy of the Yellow Pages. Have them refer to the career list on the last sheet of the Career Survey Evaluation Sheet. They peruse the Yellow Pages and make a list of all the businesses they can which have careers within their CIA Code.
3. Lists are compiled into a master list for each CIA Code.
4. NOTE: This list can have multiple uses, including contacting businesses for information, school visits, site tours, job shadowing, mentoring, etc.
5. NOTE: See the previous Indicator for compiling a list of sources on self-employment.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

5. Identify skills that are transferable from one occupation to another.

Title: Transferable Skills

Summary: Students select three careers, then use checklist to see all the skills which could apply to each.

Handouts: Skills Checklist (82 A-D)

Pre-Post Question: What are some skills which could apply to more than one career?

Special Materials Needed: None

Procedure:

1. Have students select three careers they want to explore.
2. Distribute Skills Checklist. Have them write the three career names above the blank columns.
3. Have them look at each skill and put a check under the name of each career where that skill could be useful.
4. Have them circle all skills which could apply to all three careers.
5. Have them put a star next to any of those skills which they believe they possess.

COMPETENCY VI: Skills to Locate, Understand, and Use Career Information

6. Identify sources of employment in the community.

Title: Where the Jobs Are

Summary: Students make collages of want ads, with each collage connected to a Career Interest Area.

Handouts: Career Interest Area List (86 A-G)

Pre-Post Question: What jobs are available locally?

Special Materials Needed: Two weeks of local newspapers
Optional: State and local job opportunity publications

Procedure:

1. NOTE: The activity for Indicator 4 of this competency (two pages previous) describes a complementary activity.
2. NOTE: It is preferable for students to first compete the CIA Code activity described in Indicator 2 of this competency (four pages previous).
3. Put students in pairs. Distribute newspapers and job bulletins so each pair has one. Have them clip all the jobs in their paper and arrange them by CIA Code Career Interest Area (86 A-G).
4. Make a large pile of all the jobs from all students for each CIA Code. Divide the class into 12 groups and have each group make a collage of the want ads for their CIA Code.
5. Post the collages in the classroom.

COMPETENCY VII: Knowledge of Skills Necessary to Seek and Obtain Jobs

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.

Title: Rating Work Attitudes and Behaviors

Summary: Students generate a score by rating themselves in 16 categories of work attitudes and behaviors.

Handouts: Work Rating Scale (61)

Pre-Post Question: How good is my attitude about work?

Special Materials Needed: None

Procedure:

1. Distribute Work Rating Scale and ask volunteers to explain each word or category. Some of these words could be used for a work attitudes vocabulary test.

2. Divide class into small groups, with each group getting an additional blank rating sheet. For each of the 16 categories, they must come up with the names of the three students in the class who they feel are the best in that category. However, they may not nominate anyone in their own group. They write the three names in the "Topnotch" section.

3. Go back through each category, with groups sharing results. Anybody who hears their name may put a check mark in the appropriate category of their individual sheet. Instructor may nominate three additional names for any category.

4. Have students complete their sheets individually. For any category they rate themselves topnotch, they must write an example on the back of the rating sheet which demonstrates their topnotch ability.

5. Option: Have them compile scores as follows:

7 points for every Topnotch
4 points for every Face in the Crowd
1 point for every Better Work on That

This will produce a scale comparable to 0-100 (actually 16-112)

6. Have students turn in their results to you; they need not share them with fellow students. Option: Have individual conferences with students to discuss their work attitudes and behaviors.

COMPETENCY VII: Knowledge of Skills Necessary to Seek and Obtain Jobs

2. Describe terms and concepts use in describing employment opportunities and conditions.

Title: Help Wanted Ads

Summary: Students review want ads and create a want ad that applies to them.

Handouts: Job Wanted (36)

Pre-Post Question: How can I use the newspaper to help me find work?

Special Materials Needed: Newspaper help wanted ads, scissors

Procedure.

1. Provide students with numerous help wanted ads. Have each student select an ad, and cut it out to work with it individually.
2. Each student reviews ad, then reads it to group and tries to explain it, including abbreviations, terms and conditions. Instructor and class provide assistance.
3. Students create a help wanted ad for which they qualify, which, in effect, describes them.
4. Distribute Job Wanted handout and have students turn help wanted ad into a Job Wanted ad which actually could be placed in newspaper.

COMPETENCY VII: Knowledge of Skills Necessary to Seek and Obtain Jobs

3. Demonstrate skills to complete a job application.

Title: Job Applications

Summary: Students complete a job application.

Handouts: Application for Employment (85 A-B)

Pre-Post Question: How do you complete a job application?

Special Materials Needed: None

Procedure:

1. Discuss jobs that your students could apply for: Babysitter, yard worker, newspaper carrier, etc.
2. Distribute handout and have them select a position and answer all questions truthfully.
3. Discuss any questions which were difficult. Discuss neatness. Discuss all the blank areas due to lack of experience, education, etc.
4. Have the students complete a "future" application assuming they have completed full-time training and have part-time and summer work experience.
5. Discuss the differences.
6. Post the job applications.

COMPETENCY VII: Knowledge of Skills Necessary to Seek and Obtain Jobs

4. Demonstrate skills and attitudes essential for a job interview.

Title: Job Interview Simulation

Summary: Students experience a simulated job interview and rate other students in their interview performance.

Handouts: 50 Questions Employers Ask in Job Interviews (51 A-B)
Assertive Interview Score Sheet (50)

Special Materials Needed: None

Pre-Post Question: On a scale of 0-100, how would I score in a job interview?

Procedure:

1. Distribute 50 Questions handout. Optional: Discussion of questions and job interview experiences of participants.
2. Instructions: All persons will get chance to interview. Interviews will be timed (5-10 minutes works best). Interview subjects are to answer all questions truthfully.
3. Divide participants into groups of 4 (3 or 5 also okay). Arrange chairs so 1 is facing a "panel" of 3.
4. Ask for a volunteer from each group to be the first job applicant. All applicants go to far side of room. Seat panelists.
5. Job applicant approaches panel, introduces self, identifies job applying for.
6. Panelists take turns asking questions from handout.
7. When time is up, applicants immediately return to far side of room. Panelists have 2 minutes to score applicant on Score Sheet handout.
8. One panelist takes completed Score Sheet to applicant. That panelist stays on far side of room and becomes next job applicant. First applicant joins panel. Next interview begins. Keep rotating until all have been interviewed.
9. Groups of 4 discuss and explain results. Then have large-group discussion.

COMPETENCY VIII: **Understanding How Work Relates to the Needs and Functions of the Economy and Society**

1. Describe the importance of work to society.

Title: Ball of String

Summary: Students select occupations and then pass a ball of string from student to student to show the interconnectedness of careers.

Handouts: None

Pre-Post Question: How are careers connected to each other?

Special Materials Needed: Ball of string, name tag materials

Procedure:

1. Have each student select a career, making sure there is no duplication and also a good cross-section.
2. Have each student make a name tag listing the career chosen.
3. Arrange the students in a circle. Hand the string to any student; have them hold the end of the string and describe what they do in their career.
4. When the student is finished, ask, "Who might make use of this career?" Select any student who raises hand, and ask, "How would you make use of this career?" If student answers appropriately, the ball of string is unrolled and passed to that student, with the first student still holding the end of the string.
5. The second student now describes what is done in their career. Again, you ask, "Who might make use of this career?" A third student is selected and asked, "How would you make use of this career?" Assuming an appropriate answer, the ball of string is passed to that student, with the second and first students still holding on to the string.
6. This process continues until the string has passed through all hands. The string should be held taut, to show the connections and overlapping across the circle.
7. Now select a couple students to be removed from the circle, indicating illness, retirement, laid off, replaced by new technology, etc. Discuss what happens to the string — it goes slack. Who takes up that slack? Discuss the importance of all work to society.

COMPETENCY VIII: Understanding How Work Relates to the Needs and Functions of the Economy and Society

2. Describe the relationship between work and economic and societal needs.

Title: Milk On My Table

Summary: Students learn about all the work and workers it takes to put milk on their table. They then follow the same process for other products.

Handouts: Milk On My Table (56)

Pre-Post Question: What workers does it take to get a single product (milk) to me?

Special Materials Needed: A carton of milk (optional)

Procedure:

1. Hold up a carton or glass of milk and ask what work it takes to get it to us. Have class brainstorm a random list on the board.
2. Discuss how the list can be fleshed out by setting up a flow chart of what happens to the milk. Pass out the Milk On My Table handout that shows the flow chart: grain—to—cow—to—farm—to—creamery—to—distribution—to—grocery store—to—family.
3. Discuss the flow chart -- the machines and careers involved.
4. Divide the class into small groups. Have each pick an item and have them create flow charts showing the progress of the item and the machines and careers involved.
5. Have small groups share their flow charts. Discuss how work fulfills the needs of society.
6. Post the flow charts.

COMPETENCY VIII: Understanding How Work Relates to the Needs and Functions of the Economy and Society

3. Describe the economic contributions workers make to society.

Title: Goods and Services

Summary: Students play a buying and selling game with goods and services they have selected.

Handouts: None

Pre-Post Question: How do workers move through society?

Special Materials Needed: Drawing materials, play money

Procedure:

1. Have each student make a list of 10 favorite careers. Go around the room, with each student identifying one career they would like to role-play in a game. Other students cross that career off their list as it is selected by someone else. They can't choose it any longer. If a student gets all 10 careers crossed off before they can choose, then they may select any career from their list (which then will be duplicated in the game). You also select a career.

2. Each student then comes up with a picture of what that career has to sell or offer to others. They may draw a picture or find one in a magazine. You need a picture, too.

3. Have students get in a circle -- you, too. Produce a bundle of play money in small bills, enough for everyone to have a handful. Tell the group that the object is for all members of your society to sell their product or service and buy others and still have at least one dollar remaining.

4. Step into the middle of the circle and announce, "I work as a _________________, and I am ready to buy." Students who want to sell to you raise the pictures of their products and services. You pick one. That student steps into the circle and says to you, "I work as a ___________________, and I have something to sell." The student then offers the drawing of what they have to sell, explains why you might want that product, and offers a price. The price may be negotiated. Once you buy, you return to the circle.

5. The seller now becomes a buyer, announcing, "I work as a _______________, and I am ready to buy." Again, students who want to sell to the buyer raise their pictures. The buyer selects one.

6. When you get a new drawing, you become a new profession, and may offer that product or service for sale. If you get in the circle a second time, you must be able to identify your new profession, your product or service, and why the buyer might it.

7. Remind students that all members of the society must make it into the circle at least once.

8. After the game has run its course, discuss the economic contributions of all workers to society.

COMPETENCY VIII: Understanding How Work Relates to the Needs and Functions of the Economy and Society

4. Describe the effects that societal, economic, and technological change have on occupations.

Title: Technology

Summary: Students do a matching game to see how technology has changed the way things were done years ago, then brainstorm technological changes in the present and future.

Handouts: Then and Now (65)

Pre-Post Question: How is technology changing our world?

Special Materials Needed: None

Procedure:

1. Distribute Then and Now handout and have students do the matching game.
2. Discuss results and ask what occupations could be affected by each development. Solicit more current technological changes — computers, VCR, CD-ROM, television, solar power, space travel.
3. Divide class into small groups and assign each a technological development. Have them brainstorm how their lives have been affected and also what careers could make use of that development. Each group should try to come up with 10 careers affected.
4. Share results.

COMPETENCY IX: Skills To Make Decisions

1. Describe personal beliefs and attitudes.

Title: Oops...Your Values Are Showing

Summary: Student completes 25 "I Statements" which show beliefs, attitudes and values.

Handouts: Oops...Your Values Are Showing (31)

Pre-Post Question: What am I like (not physical description)?

Special Materials Needed: None

Procedure:

1. Distribute handout and have students complete it individually.
2. Divide class into small groups. Have them take turns reading their sentences.

COMPETENCY IX: Skills To Make Decisions

2. Describe how career development is a continuous process with a series of choices.

Title: Career Quiz

Summary: Students complete a quiz which emphasizes career development as a continuous process.

Handouts: Testing Your Career Planning Knowledge (57 A-D)

Pre-Post Questions: See quiz

Special Materials Needed: None

Procedure:

1. Distribute quiz and have students complete it individually. Collect those papers.
2. Divide class into small groups and provide each group with a quiz. Have each group complete the quiz, discussing the answers.
3. Have groups share answers with the class; let discussions and arguments occur.
4. Distribute answers and review them.
5. Emphasize the part of the quiz that shows career development as a continuous process.
6. Give this quiz again a couple months later. Let students compare their answers from the first time.

COMPETENCY IX: Skills To Make Decisions
3. Identify possible outcomes of decisions.

Title: Last Decision On Earth

Summary: Students use decision-making process to decide which of 10 people will travel to another planet to continue life after earth is destroyed by pollution.

Handouts: Decisions, Decisions (59 A-B)
The Decision-Making Process (45-A)
Last Decision On Earth (45-B)

Pre-Post Question: How do I make complex decisions?

Special Materials Needed: None

Procedure:

NOTE: Doing all of below will take more than one class period.

1. Open a discussion on how people usually make decisions. List options on the board and discuss the merits of each, such as:

- Act without thinking
- Go with the flow: whatever happens, happens
- Think things through: weigh the options
- Ask a friend or relative
- Research possible alternatives
- Don't do anything: decision by non-decision

2. Divide class into small groups and distribute Decisions, Decisions word search handout. Have a timed competition to see which group can get the most correct answers. Note: There are 18 words, one for each blank in the clues.

3. Share results of word search.

4. (Day Two?) Distribute Decision-Making Process handout. Discuss steps. Tell class they are going to play a game, and should use those steps in their decision-making.

5. Distribute Last Decision On Earth handout. Have groups work on handout for 20-30 minutes. Each group creates a list of who they chose.

6. Post the lists. Lead a discussion comparing the differences. Keep referring back to the Decision-Making Process handout as students articulate their choices.

7. Ask volunteers to role-play the 10 individuals and have them argue why they should be permitted to go. Try to arrive at a class consensus.

COMPETENCY IX: Skills To Make Decisions

4. Describe school courses related to personal, educational and occupational interests.

Title: School Courses and Me

Summary: Students identify school courses related to their interests.

Handouts: School Courses (83)

Pre-Post Question: What school courses relate to my personal, educational and career interests?

Special Materials Needed: None

Procedure:

1. Divide class into small groups.
2. Distribute School Courses checklist.
3. Have students write on the checklist one personal interest (hobby or recreational activity), one educational interest (subject they would like to study some day), and one career interest.
4. Then have them go through checklist of school courses. They write a "P" next to any course which relates to their personal interest, an "E" next to any course that relates to their educational interest, and a "C" next to any course that relates to their career interest. Have them circle any course which has two or more letters next to it. Require students to have at least two of each letter on their paper.
5. Have students share with the small group their three interests and the courses relating to them. The group may assist a student to identify other school courses relating to their three interests.

COMPETENCY IX: Skills To Make Decisions

5. Describe how the expectations of others affect career planning.

Title: Family Job Tree

Summary: Students see the work history of their family and discuss expectations based on that history.

Handouts: Family Job Tree (10)

Pre-Post Question: In what ways do you think your family history of jobs/careers might affect your career choices?

Special Materials Needed: None

Procedure:

1. Discuss how one's background can affect career choices.
2. Distribute handout and have students complete Family Job Tree. NOTE: For some students this will take research. Others will not be able to fill out each branch. Additional "significant others" -- teachers, friends, heroes -- could be added to replace non-existent relatives.
3. Solicit specific examples where family background has affected career choice.

COMPETENCY IX: Skills To Make Decisions

6. Identify ways in which decisions about education and work relate to other major life decisions.

Title: The Story of Jamie

Summary: Students in groups write different stories about a hypothetical adult based on education and work decisions.

Handouts: None

Pre-Post Question: How would a decision about school and work affect my life?

Special Materials Needed: None

Procedure:

1. NOTE: This activity relates to the Life Span activity in Competency III, Indicator 4. You may want students to complete that activity first.

2. Discuss life stages and rites of passage: Have students brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, full-time education complete, full-time work begins, marriage, children, divorce, career change, children leave home, retirement, death.

3. Brainstorm education/work choices that could be made in high school. Examples:

Drop out and not work.
Drop out and work full-time for minimum wage.
Graduate from high school and work full-time in entry-level job.
Graduate from high school and go to community college part-time while working full-time in entry-level position.
Graduate from high school and go to vocational school full-time.
Graduate from high school and go to community college full-time.
Graduate from high school and go to four-year college.
Graduate from high school and enter military.

4. Divide class into small groups and ask them each to write the story of "Jamie," a boy or girl whose life is changed by choosing one of the alternatives above. Assign an alternative to each group and then have group construct Jamie's life story, addressing the other major life decisions listed above.

5. Have groups read stories to class. Discuss how educational and work decisions can alter one's life.

COMPETENCY IX: Skills To Make Decisions

7. Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.

Title: Job Training After High School

Summary: Students create a chart analyzing different post-high school options.

Handouts: Job Training After High School (81 A-B)

Pre-Post Question: What are the advantages and disadvantages of various post-high school training options?

Special Materials Needed: Local information preferred

Procedure:

1. Distribute Job Training After High School and lead a discussion of the advantages and disadvantages of each.
2. Distribute the blank Training Comparisons chart. Discuss the four factors listed.
3. Divide class into small groups and have them brainstorm comparative levels for the various types of training.
4. Have small groups share with class. Create a master chart to be posted. NOTE: This chart will include judgments based on opinions and local factors. An example is provided below but no master with answers is provided because some of your answers may differ.

POST-HIGH SCHOOL TRAINING COMPARISONS

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School	None	None	Shallow	Low
Public Vocational	Short	Low	Medium	Low
Private Vocational	Short	High	Shallow	Low
Community College	Medium	Low	Medium	Medium
Public Colleges	Long	Medium	Deep	High
Private Colleges	Long	High	Deep	High
Graduate Schools	Med./Long	High	Deep	High
Apprenticeships	Long	Get Pay	Deep	Low
Military	Long	Get Pay	Shallow	Low

COMPETENCY IX: Skills To Make Decisions

8. Identify the requirements for secondary and post-secondary programs.

Title: Courses for Entering

Summary: Students will discuss high school requirements for various post-high school options.

Handouts: Courses for Entering (39)

Pre-Post Question: What high school subjects should I take to prepare me for after high school?

Special Materials Needed: None

Procedure:

1. Discuss the concept of choosing courses in high school based on post-high school plans.
2. Construct a blank handout of Courses for Entering by photocopying it, cutting out the middle and making a new master which just has the categories across the top and down the side.
3. Divide the class into small groups and distribute the blank handout Courses for Entering. Have each group try to complete the chart with the number of years needed in each category.

   NOTE: A range may be permissible; check local requirements.
4. Have small groups present their results. Discuss differences. Use handout chart as guideline with local variations.
5. Have each student write in left margin how many years of study they plan to have in each discipline by graduation. Then have them compare those numbers with each column on chart to see career groups they will be qualified to pursue.
6. NOTE: This activity does not address secondary options, which will be different in every school district. Your course guide could be used to discuss those options.

COMPETENCY X: Knowledge of the Interrelationship of Life Roles

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Title: Life Roles

Summary: Students create a hypothetical future, then analyze it.

Handouts: None

Pre-Post Question: What are the advantages and disadvantages of being married, having children, working full-time, being involved in community and recreational activities?

Special Materials Needed: None

Procedure:

1. Write the following options on the board and discuss them: Marital status, number of children, work status (full-time, part-time, not working), career choice, community activities, leisure activities.

2. Divide class into small groups. Have each student select marital status, number of children, work status, career, one community activity and one leisure activity. They list each role and also produce a paragraph profile of their future: "I am a full-time airline pilot, married with two children. I volunteer with the Big Brother/Big Sister program, and I like to ski."

3. Students share their paragraphs with their group. As each reads their paragraph, the group picks one of the six items which the student is to analyze in a second paragraph. That paragraph must tell how the selected role affects the other roles, both positively and negatively. All students get their assignments first, then all work writing the second paragraph. Here's an example:

"Working full-time brings in more money for my family. But it also means I'm away from home a lot, and that makes it hard on my spouse and children. It also means I miss some of my Big Brother/Big Sister meetings. And I don't get to ski as much as I'd like to. But if I didn't work full-time, I wouldn't have money for skis anyway, or for the things I buy for the kids in the Big Brother/Big Sister program."

4. Students share their second graphs with their group.

5. Volunteers share with entire class.

6. NOTE: This activity also is listed for Indicator 5 of this Competency.

COMPETENCY X: Knowledge of the Interrelationship of Life Roles

2. Identify how work roles at home satisfy needs of the family.

Title: Caring At Home

Summary: Students gain an appreciation for the contributions of family members who care for the home.

Handouts: Help Wanted (89)

Pre-Post Question: What does a homemaker contribute to the family?

Special Materials Needed: None

Procedure:

1. Distribute Help Wanted handout with no introduction. Ask students to read job description -- how many are interested in this position? (None) Ask them to try to identify what this job could be. Lead discussion until they come up with Homemaker.

2. Divide class into small groups. Ask them to try to identify the dozen careers which a homemaker performs. Ask them to try to estimate the worth of this contribution.

3. Share results. Here are some careers:

Nursemaid
Dietician
Gardener
Bookkeeper
Food buyer
Housekeeper
Chauffeur
Security Guard
Cook
Sewer
Plumber
Deliverer
Dishwasher
Laundry Worker
Practical Nurse
Maintenance Worker

4. Use the current minimum wage to figure a minimum weekly salary at 99.6 hours per week.

5. Discuss how these duties get done when all adults in a family work outside the home!

COMPETENCY X: Knowledge of the Interrelationship of Life Roles

3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Title: Life Roles Autobiography

Summary: Students construct a booklet which examines them in six life roles: Individual, family member, learner, consumer, producer, citizen. They then extract goals from their role information.

Handouts: Me As... (67 A-E)

Pre-Post Question: How do I fit into the world around me?

Special Materials Needed: Construction paper, drawing materials, staples or yarn.

Procedure:

1. Discuss the concept of the six life roles. Write them on the board.
2. Distribute the handouts in order one at a time. Individual is first. Discuss likes, dislikes and abilities; have each student fill out the form, then share with the class.
3. Distribute Family Member handout. Discuss needs vs. wants. Have students complete and share.
4. Distribute Learner handout. Discuss methods of learning. Emphasize learning as occurring everywhere, not just in school. Have students complete, referring to their individual likes for assistance. Share.
5. Distribute Consumer handout. Discuss goods, services, transportation and recreation. Have students refer to likes, needs, wants and learning for ideas. Share results.
6. Distribute Producer/Citizen handout. Emphasize Producer can be in volunteer capacity (washing dishes or mowing lawn at home) and does not have to result in a visible product (but rather being a productive member of society). Make sure all students are able to complete Producer section.
7. Discuss Citizen roles. Have class brainstorm "adult roles" such as voting and holding office. Apply those to the school and community activities. Citizen can be defined as citizen of the school, so voting and holding office do apply. Other examples: Following laws/rules; helping those less fortunate; paying taxes; cleaning neighborhood; reporting emergencies; communicating information. Share results.
8. Have students review their six roles and come up with at least one goal for their future which fits the life roles they have now.
9. Have students record that goal on a sheet of construction paper. On the other side have students make a cover for their Life Roles Autobiography. Staple the six pages to the cover.

COMPETENCY X: Knowledge of the Interrelationship of Life Roles

4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Title: Leisure Alternatives

Summary: Students complete a form to evaluate how they spend their leisure time on Saturdays.

Handouts: Leisure Alternatives (49)

Pre-Post Question: Am I using Saturdays to best advantage?

Special Materials Needed: None

Procedure:

1. Discuss leisure time and its value in terms of attainment of future goals.
2. Distribute Leisure Alternatives handout and have students complete it.
3. Discuss results, emphasizing positive and negatives uses of time in relation to future goals.

COMPETENCY X: Knowledge of the Interrelationship of Life Roles
5. Describe advantages and disadvantages of various life role options.

Title: Life Roles

Summary: Students create a hypothetical future, then analyze it.

Handouts: None

Pre-Post Question: What are the advantages and disadvantages of being married, having children, working full-time, being involved in community and recreational activities?

Special Materials Needed: None

Procedure:

1. NOTE: This activity also was listed for Indicator 1 of this Competency.
2. Write the following options on the board and discuss them: Marital status, number of children, work status (full-time, part-time, not working), career choice, community activities, leisure activities.
3. Divide class into small groups. Have each student select marital status, number of children, work status, career, one community activity and one leisure activity. They list each role and also produce a paragraph profile of their future: "I am a full-time airline pilot, married with two children. I volunteer with the Big Brother/Big Sister program, and I like to ski."
4. Students share their paragraphs with their group. As each reads their paragraph, the group picks one of the six items which the student is to analyze in a second paragraph. That paragraph must tell how the selected role affects the other roles, both positively and negatively. All students get their assignments first, then all work writing the second paragraph. Here's an example:

"Working full-time brings in more money for my family. But it also means I'm away from home a lot, and that makes it hard on my spouse and children. It also means I miss some of my Big Brother/Big Sister meetings. And I don't get to ski as much as I'd like to. But if I didn't work full-time, I wouldn't have money for skis anyway, or for the things I buy for the kids in the Big Brother/Big Sister program."

5. Students share their second graphs with their group.
6. Volunteers share with entire class.

COMPETENCY X: Knowledge of the Interrelationship of Life Roles

6. Describe the interrelationships between family, occupational, and leisure decisions.

Title: Time Priorities

Summary: Students complete a worksheet listing things they must do and things they want to do as a family member, student, worker, friend, member of an organization and for themselves.

Handouts: Time Priorities (71)
Things I Like To Do (74)

Pre-Post Question: How do I set priorities for my time?

Special Materials Needed: None

Procedure:

1. NOTE: The previous Indicator's activity also fulfills this Indicator. In addition, the activity Things I Like To Do, for Competency III, Indicator 6, can be used to augment this activity.
2. Divide class into small groups. Distribute Time Priorities handout and have students complete it. They may refer to Things I Like To Do master for assistance.
3. Have students share with their group. Have them discuss how a decision in one category affects activities in another category.

COMPETENCY XI: Knowledge of Different Occupations and Changing Male/Female Roles

1. Describe advantages and problems of entering non-traditional occupations.

Title: Non-Traditional Careers

Summary: Students designate traditional gender roles, discuss changes, discuss advantages and problems of non-traditional careers, and select possible non-traditional career for themselves.

Handouts: Female/Male Job Checklist (68)

Pre-Post Question: Why should I consider a non-traditional career?

Special Materials Needed: None

Procedure:

1. Distribute Female/Male Job Checklist handout. Have each student check in the appropriate column (F or M) all the careers that have traditionally been mostly male or mostly female. Leave blank any that the student cannot designate.

2. Go through the list, with the class discussing the designations, citing evidence. Discuss how some are changing.

3. Divide class into groups and provide each group with a blank handout. Have each group designate the careers which they believe should stay mostly female or mostly male.

4. Have small groups share choices (if any). Discuss the advantages and problems of entering a non-traditional occupation.

ADVANTAGES	DISADVANTAGES
Recognition/Fame	Recognition/Infamy
May have hiring advantage	Co-workers may be hostile
May be promoted faster	May have to break new ground
May get special treatment	May get special treatment

5. Have students go through their original list and select at least one non-traditional career that they might consider entering.

6. Have each student share with class, telling why they selected their non-traditional career and what they see as the advantages and disadvantages of entering that occupation.

COMPETENCY XI: Knowledge of Different Occupations and Changing Male/Female Roles

2. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.

Title: Courses by Gender

Summary: Students identify courses which traditionally are mostly one gender, then discuss advantages of pursuing personal interest even when in minority.

Handouts: School Courses (83)

Pre-Post Question: Would I take a class even if it was mostly the opposite gender?

Special Materials Needed: Your high school course guide (if available)

Procedure:

1. Have students complete the School Courses activity described in Indicator 4 of this competency.
2. Divide class into small groups. Distribute your local high school course guide, if available. If not, the School Courses handout will suffice.
3. Have small groups try to designate which courses might be mostly male or mostly female. NOTE: If possible, research this yourself ahead of time to be able to confirm student work.
4. Have students compare their course selections from the School Courses activity with gender designations just made. There likely will be some students interested in courses mostly made up of the opposite gender.
5. Have small groups brainstorm the advantages and disadvantages of taking courses where you are in a gender minority.
6. Have small groups share with the class, including volunteers who are interested in courses mostly made up of the opposite gender.

COMPETENCY XI: Knowledge of Different Occupations and Changing Male/Female Roles

3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Title: Gender Attitudes

Summary: Students respond to 15 statements and obtain score of their gender biases.

Handouts: Attitudes Toward Sex Roles (78)

Pre-Post Question: How do I feel about women in the work world?

Special Materials Needed: None

Procedure:

1. Distribute Attitudes Toward Sex Roles handout and have students complete it.
2. Go over each statement, inviting discussion and debate.
3. Have students tabulate their total score. Provide results as follows:

15-45 -- None or little gender bias
46-60 -- Some bias
61-75 -- Biased
76-90 -- Extremely biased

CAREER PLANNING

COMPETENCY XII: Understanding the Process of Career Planning

1. Demonstrate knowledge of exploratory processes and programs.

Title: Career Planning In My School District

Summary: Students learn about career programs in their local district.

Handouts: None

Pre-Post Question: What career planning processes and programs are available in my district?

Special Materials Needed: Local handouts of career processes and programs.

Procedure:

1. Ask students if they know what career planning programs are available in the district.
2. Distribute and discuss information on those programs.

COMPETENCY XII: Understanding the Process of Career Planning
2. Identify school courses that meet tentative career goals.

Title: School Courses and Career Goals

Summary: Students explore which courses they may need to meet post-high school goals.

Handouts: School Courses (83)
Career Chart (87 A-J)
Courses for Entering (39)

Pre-Post Question: What courses should I take in high school to pursue my interests beyond high school?

Special Materials Needed: None

Procedure:

1. **NOTE:** In the activity for Competency IX, Indicator IV (School Courses handout master 83), students identify school courses related to personal, educational and career interests. In Competency IV, Indicator VIII (Career Chart handout, master 87 A-J), they identify several careers which match their interests and abilities. Do these prior to proceeding.

2. NOTE: While career exploration is encouraged, middle school students should not be expected to be making choices about specific careers. A "tentative career goal" at the middle school level might be: "Graduate from high school with all four-year college requirements completed."

3. Divide class into small groups.

4. Have students review their School Courses master, with particular focus on the courses related to career interests.

5. Have students review the Career Chart master which identifies careers of interest to the student. They pick two of those careers and refer back to School Courses to identify additional courses of interest.

6. Have students work in small groups to identify the broad educational requirements for the three careers selected. This information is identified in columns 29 and 30 of the Career Chart. Have each student determine whether they probably will need to pursue four or more years of college, vocational/community college training, or no additional full-time training. Tell groups each student must have this answer.

7. Have students share with the group their list of three careers of interest and their tentative goal regarding post-high school training.

8. Distribute Courses for Entering. Review with the class the course requirements for graduation at your school and for entrance to most four-year college programs. Have students identify additional courses they may take to pursue post-high school education linked to the three careers they are exploring.

COMPETENCY XII: **Understanding the Process of Career Planning**

3. Demonstrate knowledge of academic and vocational programs offered at the high school level.

Title: Programs At My High School

Summary: Students learn about offerings at the high school.

Handouts: School Courses (83)

Pre-Post Question: What courses are available at the high school?

Special Materials Needed: Your high school guide (MANDATORY)

Procedure:

1. Have students review School Courses handout (master 83), which has courses of interest to student circled.
2. Distribute your high school course guide.
3. Have students try to find in the high school guide all the courses circled on the School Courses handout.
4. Have students also identify any courses they circled on School Courses handout which are not available at your high school.
5. Have each student find at least one course they might want to take which is in the high school guide but was not circled on their School Courses sheet.

COMPETENCY XII: Understanding the Process of Career Planning

4. Describe skills needed in a variety of occupations, including self-employment.

Title: My Own Business

Summary: Students produce a list of skills they could use in running their own business.

Handouts: Skills Checklist (82 A-D)

Pre-Post Question: What skills would I need to run my own business?

Special Materials Needed: None

Procedure:

1. Discuss self-employment. Ask if anyone in the class is self-employed. What about babysitting, yard work, delivering newspapers, shoveling snow, cutting firewood? It is likely someone in the class is or has been self-employed.
2. Discuss what is different about self-employment versus working for others: Independent, no supervisor, set own hours, find work yourself, no benefits, total responsibility, overhead.
3. Divide class into small groups. Have each student answer the question: "If I were self-employed, I would work as ________________."
4. Distribute Skills Checklist to each student. Have them write the name of this self-employed career at the top of the first blank column. Have them write "I have" at the top of the second column, and "How I could get" at the top of the third.
5. Have small groups review each skill together. If it applies to a student's self-employed career, they check the first column. If it also is a skill the student already has, they check the second column. If the first column is checked and the second blank, the student must complete the third column — how they could acquire that skill.
6. Have volunteers read a list of all the skills which fit the career they identified.

COMPETENCY XII: Understanding the Process of Career Planning

5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Title: Strategies for Training

Summary: Students discuss strategies for achieving various post-high school goals.

Handouts: Job Training (81 A-B)
Lifestyle Worksheet (93-A)
10 Years From Now Fantasy Salary Worksheet (93 B-C)

Pre-Post Question: How do I manage my talent, time and money to reach my goals?

Special Materials Needed: None

Procedure:

1. For Indicator 2 of this Competency, students identified a tentative career goal of the type of post-high school training they may pursue. List on the board the types of post-high school training selected (refer to Job Training after High School handout, master 81-A).
2. Distribute Training Comparisons handout (master 81-B), which students may have completed for Competency IX, Indicator 7. If not, have them complete it per those directions.
3. Once the chart is complete, discuss strategies for managing talent, time and money to achieve various training goals. Discuss what this means in terms of high school study, part-time work, recreational interests, spending, etc.
4. Distribute Lifestyle Worksheet (93-A) and have students complete it.
5. Distribute 10 Years From Now Fantasy Salary Worksheet (93 B-C) and have students complete it.
6. Discuss results in light of post-high school training plans. Discuss how to save money between now and high school graduation.

COMPETENCY XII: Understanding the Process of Career Planning

6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

Title: 4-Year Plan

Summary: Students work on a preliminary 4-year plan for high school.

Handouts: 4-Year Plan (62)
School Courses (83)
Courses for Entering (39)

Pre-Post Question: What courses should I take in high school?

Special Materials Needed: Your high school course guide

Procedure:

1. NOTE: Some guidance personnel advise against working on a 4-year plan at the middle school level.
2. NOTE: This is a complex activity which often is done on an individual basis, but can be done successfully in groups.
3. NOTE: The "Credits to 4-year U" column is based on entrance requirements to public universities in Washington state in 1994. These numbers may need to be altered based on your local requirements. The "Credits to Graduate" column has been left blank intentionally and must be filled in based on the requirements in your district.
4. To complete this activity, students must have some idea of the type of post-high school training they may want to pursue, and an idea of specific high school courses tied to their interests. Your high school course guide works best here; School Courses is a lesser alternative.
5. Distribute Courses for Entering and review local graduation requirements and four-year college entrance requirements with student.
6. The 4-Year Plan form is designed so you and the student can track the number of courses taken in each discipline, and compare the student's total with graduation and four-year entrance requirements. The 1 is for first semester and the 2 is for second semester. There is room for two classes in each subject each semester; many of those lines may be left blank.
7. Add horizontally: Total all lines in each discipline and divide by two to show the current total in each subject.
8. Add vertically: Total all lines vertically and divide by two to show the number of credits earned in any year. This is a good check of student work to make sure all classes have been listed.
9. Emphasize the preliminary nature of this 4-year plan.

High School Student

Career Competencies and Indicators

Self-Knowledge

I:	Understanding the influence of a positive self-concept	Ivory
II:	Skills to interact positively with others	Orchid
III:	Understanding the impact of growth and development	Salmon

Educational and Occupational Exploration

IV:	Understanding the relationship between educational achievement and career planning	Canary
V:	Understanding the need for positive attitudes toward work and learning	Green
VI:	Skills to locate, evaluate and interpret career information	Gray
VII:	Skills to prepare to seek, obtain, maintain and change jobs	Gold
VIII:	Understanding how societal needs and functions influence the nature and structure of work	Blue

Career Planning

IX:	Skills to make decisions	Buff
X:	Understanding the interrelationship of life roles	Pink
XI:	Understanding the continuous changes in male/female roles	Green Tint
XII:	Skills in career planning	Tan

HIGH SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences of one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe the relationship of academic and vocational skills to personal interests.
3. Describe how skills developed in academic and vocational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in selected occupations as possible information resources, role models, or mentors.
7. Describe the influence of change in supply and demand for workers in different occupations.
8. Identify how employment trends relate to education and training.
9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for post-secondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of post-secondary vocational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

HIGH SCHOOL STUDENT

Competencies and Indicators

SELF-KNOWLEDGE

COMPETENCY I: Understanding the Influence of a Positive Self-Concept

1. Identify and appreciate personal interests, abilities, and skills.

Title: Knowing Myself

Summary: Students complete a two-page questionnaire tying hobbies, interests, abilities, influences, beliefs, aptitudes and experiences to career choice.

Handouts: Self-Knowledge Worksheet (69 A-B)

Pre-Post Question: How does my life so far connect with possible career choices?

Special Materials Needed: None

Procedure:

1. Divide class into small groups. Distribute handout. Have groups go section by section, stopping to share before answering the last question (the career question) in each section. For example, the first section asks for a hobby or interest, then asks what you actually do in that hobby or interest. Then the questionnaire asks: "What career might this interest develop into?" Instead of trying to answer individually, have the group members share at this point so others can help with the career possibilities.
2. Have groups continue through sections in this manner.
3. Have class go through sheets; ask volunteers to share answers. Have class help anyone who had trouble listing careers.
4. Goal is for everyone in class to have every line completed.

COMPETENCY I: Understanding the Influence of a Positive Self-Concept

2. Demonstrate the ability to use peer feedback.

Title: Criticizing

Summary: Students select three weaknesses, and are criticized about one of them. They discuss the criticism with a third party, then respond to the criticizer.

Handouts: How to Criticize (80-A)
10 Steps To Handling Criticism (80-B)

Pre-Post Question: How do I respond when I am criticized?

Special Materials Needed: None

Procedure:

1. NOTE: This may be a stressful exercise. An alternative would be to role-play hypothetical situations but that does not show whether the student can respond to real criticism!

2. Distribute the handouts and lead a discussion about criticism. Go through the How to Criticize handout step by step, seeking examples of students experiencing correct and incorrect methods. Do the same with 10 Steps to Handling Criticism.

3. Divide the class into groups of three, selecting students who get along. You may need one or two groups of four.

4. Have each person write down a list of at least three things that they have been criticized about. They must be specific: "My room is too messy"; "I swear too much"; "I don't do my homework." Only one of the three may be about physical appearance.

5. Make a list yourself. Select two of your best students and do a role-play for the class. You are the one to be criticized. Hand your list to one student, the criticizer. Ask them to select one item from the list, and give them a few moments to decide how to approach you with this criticism, using the How To Criticize handout.

6. Role-play the criticism.

7. Role-play out loud your own thoughts about the criticism (Step 6 from the 10 Steps handout).

8. Turn to the other student and role-play step 7 from the 10 Steps handout. (Share the criticism with someone who knows you well, and ask what they think.)

9. Role-play out loud steps 8 and 9.

10. Role-play Step 10 with the criticizer.

11. Have the groups of three go through the process. Each person should get a chance to be the criticized, criticizer and best friend. Make sure the criticized shares out loud steps 6, 8 and 9, which usually would be done by thinking.

12. Have small groups share with the class.

COMPETENCY I: Understanding the Influence of a Positive Self-Concept

3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Title: Personality and Careers

Summary: Students complete a personality checklist, then relate their results to possible career choices.

Handouts: Personality Checklist (113)

Pre-Post Question: What am I like and how does that relate to possible careers?

Special Materials Needed: None

Procedure:

1. Have students complete Personality Checklist. They must have at least 3 "Yes" answers!
2. Have students write a paragraph which includes all their "Yes" answers (and only Yes answers).
3. Divide class into small groups. Each student reads paragraph to the group. The group then brainstorms a list of at least three careers which fit that personality description. Students record that list under their paragraph.
4. Students write a paragraph addressing each of the careers suggested by the group, telling why they believe each career does or does not fit them.
5. Students share these paragraphs with their groups.

COMPETENCY I: Understanding the Influence of a Positive Self-Concept

4. Demonstrate an understanding of environmental influences of one's behaviors.

Title: Doing Without

Summary: Students analyze what they could "do without" in a geographically isolated community.

Handouts: Do Without List (72)

Pre-Post Question: How would moving to an isolated place change my life?

Special Materials Needed: None

Procedure:

1. Distribute Do Without handout and have students rank the first list, with No. 1 being the thing they need most, and No. 14 the item they could most easily do without.
2. Have students share their No. 1 and No. 14 selections.
3. Divide class into small groups and have groups rank the 13 items on second list, with No. 1 the most frustrating item.
4. Have groups share.
5. Discuss other environmental factors, such as climate, topography, culture (holidays/mores), laws.

COMPETENCY I: Understanding the Influence of a Positive Self-Concept

5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

Title: Me Poem

Summary: Students write a detailed poem that discusses behavior and self-concept.

Handouts: Me Poem (30)

Pre-Post Question: What do I think of myself and how does that affect my behavior?

Special Materials Needed: None

Procedure:

1. NOTE: This activity will work best if you, the instructor, are an example. Therefore, complete a poem about yourself and be willing to share it.
2. This poem will work best if students have first completed Indicators 1-4 of this Competency.
3. Discuss how poetry can help bring to light one's self-concept. Distribute the Me Poem handout and a copy of a poem you have written about yourself. Review the instructions and each line you wrote.
4. Tell students this is a private poem which does not have to be shared with anyone but the instructor. Have students refer to handouts completed for previous Indicators of this Competency.
5. When poems are completed, ask for volunteers to share poems or discuss how they feel and how their behaviors may change based on what they wrote. Volunteer how your self-concept affects your behavior. Ask question such as, "How does a shy and insecure person act around strangers?" "How does a confident and outgoing person act?"

COMPETENCY II: Skills to Interact Positively With Others
1. Demonstrate effective interpersonal skills.

Title: Assertive Behavior

Summary: Students learn about assertive behavior and practice it in role-playing situations.

Handouts: Chart: Aggressive, Passive, Assertive Behavior (110-A)
Assertiveness Inventory (110-B)

Pre-Post Question: How do I respond in an awkward situation?

Special Materials Needed: None

Procedure:

1. Distribute Chart handout and discuss the three types of behavior and the feelings they produce.

2. Distribute Assertiveness Inventory. Have students review each situation, writing in both a word and number to gauge discomfort as follows:

1 -- None
2 -- Little
3 -- Some
4 -- High
5 -- Extreme

3. Then have students circle all the 5's to show situations most stressful to them.

4. Next have students score their "Response Probability," writing in a word and number as follows:

1 -- ALWAYS would do it
2 -- USUALLY would do it
3 -- MAYBE (Would do it about half the time)
4 -- RARELY would do it
5 -- NEVER would do it

5. Have them tabulate total of Response column:

20-40 -- Very Assertive
41-60 -- Somewhat Assertive
61-Up -- Not Assertive

6. Now divide class into small groups (four preferred). Assign each group one of the situations on the inventory. Give them several minutes to prepare a role-play. They must act the situation out three times -- one student acts aggressively, one passively, and one assertively. The fourth student is the recipient of all this behavior.

7. Conduct the role-plays. Discuss them. Discuss the value of assertive behavior.

COMPETENCY II: Skills to Interact Positively With Others

2. Demonstrate interpersonal skills required for working with and for others.

Title: Designing the Dog

Summary: Students play a game designing a dog on the board. They do it twice -- once the assembly-line method with no co-worker communication, then again using teamwork and pre-planning.

Handouts: Designing the Dog procedure sheet (46 A-B)

Pre-Post Question: What skills do I need to work with others today and how are those skills different from the old assembly-line methods of production?

Special Materials Needed: Colored chalk or markers, timer

Procedure:

1. The game is described in detail on the handout. It can be used for multiple discussion purposes, including: the value of pre-planning and teamwork; the need for creative thinking and critical thinking; the need for high-level communication skills; the changes in production methodology.

COMPETENCY II: Skills to Interact Positively With Others

3. Describe appropriate employer and employee interactions in various situations.

Title: Situations At Work

Summary: Students role-play situations at work, volunteer real-life experiences, and discuss work interactions.

Handouts: Situations At Work (109 A-B)

Pre-Post Question: How do I handle stressful situations at work?

Special Materials Needed: None

Procedure:

1. Discuss assertive behavior. It is preferable to first complete the activities for Indicator 1 of this Competency.
2. Distribute the Situations At Work handout. Some are situations; others are letters which can be turned into situations. Divide the class into groups and assign a situation to each one. Tell them they will role-play solutions.
3. Have the groups come up with the best possible solution and also a poor solution.
4. Have groups role-play.
5. Discuss results. Categorize poor solutions as aggressive and non-assertive. Emphasize the positive results of assertive behavior.
6. Ask students to present real-life situations from their own work experiences. Discuss what the student actually did, and ask for suggestions of how they might have responded.

COMPETENCY II: Skills to Interact Positively With Others

4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Title: Your Point of View

Summary: Students look at picture which could be Old Lady or Young Girl and discuss opposing viewpoints with a partner.

Handouts: Pictures ABC (3 A-B-C)

Pre-Post Question: How do I deal with people who have different beliefs than I do?

Special Materials Needed: None

Procedure:

1. Discuss feelings and beliefs and how opposing viewpoints can co-exist. Have class brainstorm beliefs which are opposed -- religion, politics, etc. Make a list on the board of opposing beliefs held by members of the class.
2. Divide the class into two equal groups. Each group receives a picture. One group receives Picture A and the other group Picture B. Do not identify the pictures in any way or use the terms "Old Lady" or "Young Girl." Ask each group to write a description of the person in the picture, including sex, clothing, hairstyle and age.
3. Each member of the Picture A group is then paired with a member of the Picture B group. (One threesome may be required if there is an uneven number of participants). Each pair is given a copy of Picture C. Each pair is then asked to discuss their beliefs about the person in the picture, including sex, clothing, hairstyle and age.
4. After the discussions/arguments have proceeded for a while, write the following sentence on the board: "I respect your opinion that the picture looks more like a __________ than a __________." Tell class that they do not have to convince their partner to change views -- only to willingly make the above statement. Allow discussions to proceed.
5. Have the whole group discuss results. If some were unable to make the above statement, ask them to explain why. Discuss respect for opposing viewpoints. Ask them: Once you perceive the picture one way, is it difficult to see it another way? How sure were you at the beginning of your discussion? At what point did you begin to doubt? How did the negotiations proceed? Discuss assertive behavior versus aggressive and non-assertive. (See Indicator 1 of this Competency).

COMPETENCY III: **Understanding the Impact of Growth and Development**

1. Describe how developmental changes affect physical and mental health.

Title: My Life Span

Summary: Students create a timeline of significant growth and changes, then classify them as physical, intellectual or social/emotional.

Handouts: Life Span Chart (90)

Pre-Post Question: How do the changes I go through affect my physical and mental health?

Special Materials Needed: None

Procedure:

1. Discuss life stages, changes and rites of passage: Have them brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, body growth complete, full-time education complete, full-time work begins, marriage, children, divorce, career change, children leave home, retirement, old age, death.

2. Give students Life Span Chart handout. Discuss the "average woman" described on the chart.
3. Have students fill in their own Life Span Chart to the current time.
4. Have students imagine their future, creating their own Life Span Chart, utilizing whichever items they deem appropriate.
5. Seek volunteers to share. Encourage students to add to their charts.
6. On the board, categorize the stages mentioned into one of three groups: physical, intellectual, social/emotional. Some may fit more than one category. Discuss how the changes affect the three types of health. Examples:

Physical: Birth, puberty, body growth complete, old age, death.
Intellectual: Learn to walk and talk, first job, high school graduation, full-time education complete, full-time work begins, career change.
Social/emotional: Learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, full-time education complete, full-time work begins, marriage, children, divorce, career change, children leave home, retirement, old age.

7. This activity also used for Competency X, Indicator 1.

COMPETENCY III: Understanding the Impact of Growth and Development

2. Describe the effect of emotional and physical health on career decisions.

Title: Life Changes and Careers

Summary: Students identify life changes which could cause difficulty in their identified career, then identify careers which could not be performed with certain physical or emotional infirmities.

Handouts: Life Span Chart (90)

Pre-Post Question: How could my physical or emotional health affect my chosen career?

Special Materials Needed: None

Procedure:

1. Have students identify a career they are interested in.
2. Have students complete Life Span chart as described in previous Indicator.
3. Have students identify changes on Life Span chart which could require a change in the career selected or restrict success by limiting time or energy. Have students write a "T" by the life changes which could restrict time, an "E" by the life changes which could restrict energy, and a "CC" by the life changes which could require a career change.
4. Have students share with class.
5. Have students brainstorm physical and social/emotional infirmities. Examples of the latter: Alcohol/drug abuse, difficulty handling stress, difficulty handling anger, inability to work with the opposite gender, claustrophobia, fear of heights, obesity, anorexia, fear of public speaking, racism, hyperactivity, stuttering. (Yes, many of the above have physical factors but they are primarily social conditions.)
6. List both types of infirmities on the board.
7. Divide the class into small groups and have each select a physical infirmity and a social/emotional infirmity. Have them try to list as many careers as possible which absolutely could not be performed with that infirmity.
8. Have small groups share.

COMPETENCY III: Understanding the Impact of Growth and Development

3. Describe healthy ways of dealing with stress.

Title: Stress & Me

Summary: Students gain insight about what causes them stress, how that stress is manifested, and how to cope.

Handouts: Dear Me (A-B)

Pre-Post Question: What causes me stress? How does my stress show? How can I cope?

Special Materials Needed: None

Procedure:

1. Discuss stress as a normal part of life; ask for examples of situations that cause stress for class members.
2. Distribute Dear Me handout. Have students fill out the first page only. Ask for volunteers to share their sentences.
3. Discuss symptoms of stress, the Body Reactions chart and the effect on health.
4. Have students complete the second page of Dear Me. Discuss positive ways of coping with stress. Here are some examples:

Exercise
Take a break
Play with a pet
Draw
Write in a diary
Do a hobby
Play a sport
Ask for help
Close my eyes
Go outdoors
Take a walk
Talk to a friend
Sleep
Meditate
Concentrate harder
Punch a punching bag
Breathe deeply
Listen to music
Read
Get by myself and yell

COMPETENCY III: Understanding the Impact of Growth and Development

4. Demonstrate behaviors that maintain physical and mental health.

Title: Health Habits

Summary: Students will have a health "score."

Handouts: Health Habit Quiz (32)

Special Materials Needed: None

Pre-Post Question: How healthy am I?

Procedure:

1. Have students complete quiz.
2. Identify those with highest scores.
3. Lead discussion about why many do not maintain healthy behaviors.
4. Optional: Have each student select one of 20 behaviors which they will adopt. Have them keep a daily log of performance. Discuss progress weekly.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.

Title: My Skills

Summary: Students rank themselves in 24 skills they select.

Handouts: Skills Checklist (82 A-D)
My Skill Record (76)

Pre-Post Question: What skills do I possess?

Special Materials Needed: None

Procedure:

1. Distribute the Skills Checklist and have students select the 24 they like best and record those names on the My Skill Record handout.
2. Divide class in small groups. Have them take turns naming a skill identified. Group decides how to label the skill and all students listing that skill write in the left margin as follows: an "A" for an "academic" skill, a "V" for a "vocational" skill, an "AV" if it is both, and an "N" if it is neither.
3. Now have students rate their mastery of that skill on My Skill Record, with a 1 for Observed, 2 for Practiced and 3 for Acquired (total of 6 possible for any skill).
4. Have students total the entire sheet to come up with an overall skills score.
5. Have students total an academic skills score (all the "A's" and "AV's"), and a vocational skill score (all the "V's" and "AV's").
6. Have students share and compare their scores.
7. Discuss the value of this knowledge in setting personal goals and pursuing post-high school training options.
8. Discuss the school courses in which these skills are developed.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

2. Describe the relationship of academic and vocational skills to personal interests.

Title: Skills and Interests

Summary: Students identify skills related to two personal interests, and compare those results with skill ratings developed in the previous Indicator.

Handouts: Skills Checklist (82 A-D)
My Skill Record (76)

Pre-Post Question: How do my personal interests relate to academic and vocational skills?

Special Materials Needed: None

Procedure:

1. NOTE: Have students first complete the activity described in the previous Indicator, in which they rate themselves in 24 skill areas.
2. In blank columns 1 and 2 on the Skills Checklist, have students identify two recreational-hobby activities they enjoy and do on a regular basis. These may be in school or out of school. They must be "activities you could tell your parents about" (nothing illegal, sexual, etc.). They also must be specific. ("Hanging with my friends" doesn't cut it.)
3. Divide class into small groups. The group goes through each skill on the checklist, with group members calling out the names of their personal interests; group helps each person decide if that skill could be useful for that interest. Put a checkmark if the answer is yes.
4. Now have students get out My Skill Record completed for the previous indicator. They go back through the checklist and in the third blank column put their score and the type of skill ("A" for an "academic" skill, V" for a "vocational" skill, "AV" if it is both, and "N" if it is neither).
5. Have students compare their scores with the skills needed for the interests they identified.
6. Have students share with class.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

3. Describe how skills developed in academic and vocational programs relate to career goals.

Title: My Abilities and Careers

Summary: Students complete a 30-question survey and then link their answers with career groups and specific careers.

Handouts: I Am Good At/Career Chart (87 A-J)

Pre-Post Question: How do my abilities match up with careers?

Special Materials Needed: Highlighter markers

Procedure:

1. Distribute I Am Good At... handout and have students complete it.
2. Pass out Career Chart, have them review it and select their three favorite categories.
3. Pass out highlighters. For each of their three favorite career categories, have them highlight vertically each of the 30 items they checked on the survey. While doing this they should pay no attention to the career names!
4. When done, they examine each career (horizontally) on the chart. For each highlighted career, they count the number of highlighted dots and the total number of dots, displaying their score as a fraction: 9/14 would mean 9 highlighted dots out of 14 dots total.
5. Have them figure out which careers are their closest matches. When more than half the dots for any career are highlighted it is considered a match. Having all but two or three dots highlighted means an extremely close match.
6. Have them figure out which cluster they matched most closely.
7. OPTION: Do more than three clusters.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

Title: Courses for Entering

Summary: Students will discuss high school requirements for various post-high school options.

Handouts: Courses for Entering (39) -- Modified

Pre-Post Question: What high school subjects should I take to prepare me for after high school?

Special Materials Needed: Modify handout. See Step 2 below.

Procedure:

1. Discuss the concept of choosing courses in high school based on post-high school plans.
2. Construct a blank handout of Courses for Entering by photocopying it, cutting out the middle and making a new master which just has the categories across the top and down the side.
3. Divide the class into small groups and distribute the blank handout. Have each group try to complete the chart with the number of years needed in each category. NOTE: A range may be permissible; check local requirements.
4. Have small groups present their results. Discuss differences. Use handout chart as guideline with local variations.
5. Have each student write in left margin how many years of study they will have in each discipline by graduation. Then have them compare those numbers with each column on chart to see career groups they will be qualified to pursue.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

Title: The Skills Employers Want

Summary: Students learn about the skills most in demand

Handouts: Workplace Basics: A checklist (84)
Skills Checklist (82 A-D)
My Skill Record (76)

Pre-Post Question: What skills do today's employers want most, and which of them do I have?

Special Materials Needed: None

Procedure:

1. Ask students what they think employers want most in an employee. Brainstorm a list on the board.
2. Have students rank the skills listed. Students likely will list experience and dependability at the top. Tell them you have a surprise -- they've missed some of the top ones and have listed ones that aren't on the list.
3. Distribute the Workplace Basics checklist. Go over each one and discuss what they mean. For each, ask, "Who has this skill?" Call on students to describe what they have done to demonstrate they have the skill. Have each student list personal answers on the handout.
4. Distribute the Skills Checklist and have students select any they wish and record their level of mastery on the My Skill Record handout, with a 1 for Observed, 2 for Practiced and 3 for Acquired. They should fill every line on My Skill Record, then add up their total for the sheet to come up with an overall skills score. This will already have been done if students completed the activity for Indicator 1 of this Competency.
5. Have students select two careers they want to explore, writing the names of the careers above the first two blank columns on the Skills Checklist.
6. Divide class into small groups. The group goes through each skill, with group members calling out the names of their careers; group helps each person decide if that skill could be useful for the career. Put a checkmark if the answer is yes.
7. Have them circle all skills which could apply to both careers.
8. Now get out My Skill Record again. Go back through and put the score on My Skills Checklist in the third blank column.
9. Have students see their scores for the skills needed in the careers they identified. Have students share with class.

COMPETENCY IV: Understanding the Relationship Between Educational Achievement and Career Planning

6. Describe how learning skills are required in the workplace.

Title: The Return on Your Investment

Summary: Students see how post-high school training increases income.

Handouts: The Return on Your Investment (63)

Special Materials Needed: None

Pre-Post Question: What is my education worth, in dollars and cents?

Procedure:

1. Divide class into teams and have them complete handout in a designated period of time, keeping their answer secret.
2. See who has the correct answer.
3. Discuss the value of post-high school education.

COMPETENCY V: Understanding the Need for Positive Attitudes Toward Work and Learning

1. Identify the positive contributions workers make to society.

Title: Ball of String

Summary: Students select occupations and then pass a ball of string from student to student to show the interconnectedness of careers and the value of work.

Handouts: None

Pre-Post Question: How does work help society?

Special Materials Needed: Ball of string, name tag materials

Procedure:

1. Have each student select a career, making sure there is no duplication and also a good cross-section.
2. Have each student make a name tag listing the career chosen so it can easily be identified.
3. Arrange the students in a circle. Hand the string to any student; have them hold the end of the string and describe what they do in their career.
4. When the student is finished, ask, "Who might make use of this career?" Select any student who raises hand, and ask, "How would you make use of this career?" If student answers appropriately, the ball of string is unrolled and passed to that student, with the first student still holding the string.
5. The second student now describes what is done in their career. Again, you ask, "Who might make use of this career?" A third student is selected and asked, "How would you make use of this career?" Assuming an appropriate answer, the ball of string is passed to that student, with the second and first students still holding on to the string.
6. This process continues until the string has passed through all hands. The string should be held taut, to show the connections and overlapping across the circle.
7. Now select a couple students to be removed from the circle, indicating illness, retirement, laid off, replaced by new technology, etc. Discuss what happens to the string — it goes slack, there are holes in the "safety net." Who takes up that slack? Discuss the importance of all work to society.
8. Now discuss what happens to those workers who are "outside the circle, outside the safety net." How do they buy products and services? What might happen to a worker upset about losing a job? Discuss alcohol abuse and other possible effects.
9. Now bring those workers back into the circle. What happens to the poverty? What may happen with the alcohol abuse and other social symptoms?

COMPETENCY V: Understanding the Need for Positive Attitudes Toward Work and Learning

2. Demonstrate knowledge of the social significance of various occupations.

Title: The Most Valuable Careers

Summary: Students make a list of values, then brainstorm in small groups the careers which exhibit those values most and least. They also identify the "top career" in our society.

Handouts: None

Pre-Post Question: Which careers are considered the most valuable to our society, and why?

Special Materials Needed: None

Procedure:

1. Ask students what they want most from a career. Brainstorm a list on the board. You will wind up with a list of values: Money, fame, power, prestige, leisure time, variety, intellectual challenge, travel, helping others, working with people, security, etc.

2. Divide the class into groups. Have them identify up to three careers for each value on the list -- careers which exhibit that value in our society. Careers may appear on more than one list.

3. Have groups rank the careers for each value, so they have what they consider to be the career which most strongly exhibits each value.

4. Have groups also identify up to three careers which would be at the bottom of the list for each value — which do NOT exhibit that value.

5. Have groups select one career which they think exhibits more of the values than any other — in other words, the top career in our society.

6. Have groups share. Discuss the social significance of careers.

COMPETENCY V: Understanding the Need for Positive Attitudes Toward Work and Learning

3. Demonstrate a positive attitude toward work.

Title: Why People Work

Summary: Students brainstorm why people work, then categorize the reasons into broad categories.

Handouts: Reasons Why People Work (77)

Pre-Post Question: What can be gained by working?

Special Materials Needed: None

Procedure:

1. Have class brainstorm why people work. Record ideas on board.
2. Distribute Why People Work handout. Categorize ideas on board by the eight categories listed.
3. Divide class into small groups with the task of prioritizing the eight general reasons.
4. Have groups share their order; discuss differences.

COMPETENCY V: Understanding the Need for Positive Attitudes Toward Work and Learning

4. Demonstrate learning habits and skills that can be used in various educational situations.

Title: Following Directions (withhold title from students)

Summary: Students do exercise which may trick them into not following directions.

Handouts: Quiz (4)

Pre-Post Question: What is the most important study skill? (Following directions)

Special Materials Needed: None

Procedure:

1. Do not tell students the name of the activity. Pass out the exercise and give instructions as you normally would for quizzes and exercises. Tell them this is not a timed test, and students should take their time. Emphasize that no student may share information about this test with another student.
2. Observe how many students actually follow the directions to "Read everything completely before doing anything." When some students who followed directions are finished with the exercise, ask how many are still working. See if that question inspires others to follow the directions more closely.
3. When some students have completed the paper, stop the group. Let one student explain how they finished so quickly. Lead a discussion about following directions.
4. Seek six volunteers to read the statement "I Don't Care What You Think" shown on The Closed Mind handout. Have them read the statements to the class quickly. Then go back and have each read their statement, stopping after each and asking the class the difference in meaning. Discuss how inflection changes the meaning of words.
5. Discuss listening as a skill. Distribute the Closed-Minded Ear handout and discuss the 10 reasons we fail to communicate.
6. Discuss other learning habits and skills.

COMPETENCY V: Understanding the Need for Positive Attitudes Toward Work and Learning

5. Demonstrate positive work attitudes and behaviors.

Title: Self-Rating On Important Traits

Summary: Students score themselves on 25 worker traits.

Handouts: Self-Rating On Important Traits (35)

Pre-Post Question: What qualities do I have that make me a good worker?

Special Materials Needed: None

Procedure:

1. Distribute Self-Rating On Important Traits handout. Do not have students complete individually. Instead, have entire class go trait by trait, discussing what the trait means. After each trait is discussed, students rate themselves.

2. Rather than checkmarks, have students enter scoring as follows:

Very High-------5
Above Average--4
Average----------3
Below Average--2
Weak------------1

This would produce an "average" total of 75 (3 all the way down) and a maximum score of 125.

3. Have each student select three areas where they could improve and write a paragraph statement for each, describing how they could improve.

4. NOTE: The Work Rating Scale handout (61) does about the same thing but with fewer qualities, an easier reading level, and three choices instead of five.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

1. Describe the educational requirements of various occupations.

Title: Career Training

Summary: Students learn the training requirements of several careers they have identified.

Handouts: Career Training (115)

Pre-Post Question: What training is needed for the careers I am thinking most about?

Special Materials Needed: None

Procedure:

1. Divide class into small groups. Have each student identify on paper three careers they want to explore, and the type of training they eventually plan to get (on-the-job, vocational, community college, four-year college, more).
2. Have each group make a master list of the careers and put it in the middle of their table.
3. Distribute Career Training handout. Have group members work to find the training level for all the careers on the master list, and write the training choices next to the career. NOTE: Some careers may appear in several training categories because there is more than one way to train for that career.
4. Have students copy from the master list on to their own, comparing the training they listed with the training required.
5. Have groups share master list.
6. Ask how many students listed a training choice which could work for all three of the careers they listed. Have several share. How many listed a training choice that works for two out of three? Share. One out of three? Share. None out of three? Share.
7. Ask who is considering a different level of training based on information learned in this exercise. From what to what?
8. NOTE: I Am Good At/The Career Chart handout (87 B-G) also provides career training information in columns 29 and 30.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

2. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

Title: Career Resources in my School and Community

Summary: Students compile a master list of resources.

Handouts: None

Pre-Post Question: What career resources are available to me?

Special Materials Needed: Phone books, use of telephone

Procedure:

1. Meeting this Indicator requires local research. It is advisable that the instructor complete some of this research prior to introducing this subject to the class. Make a list of questions appropriate to your community:

Does your school district have a Career Center? Career books in the library? A computer information system in the library? A careers class? A Diversified Occupations class? A job placement office? A counselor who helps seniors with post-high school placement? A career development philosophy?

Does your community have a Career Center? Career books in the public library? A computer information system? A job placement office? A Chamber of Commerce? Union halls? A business-labor-education partnership council? A youth employment service?

2. Put students in partners. Assign each team a question to answer. Provide them with phone books, telephones, passes to the library, etc., so they may answer the questions. Have each partnership make sure to ask about self-employment opportunities.
3. Compile a master list of career resources.
4. Make arrangements to utilize those resources so students may develop skills in using them.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).

Title: Data-People-Things

Summary: Students do interest survey to identify themselves as most interested in data, people or things, followed by introduction to various classification systems.

Handouts: Data-People-Things (47)
DOT (52 A-B)
GOE Interest Areas (53-A)
SOC Groups (53-B)

Pre-Post Question: How are careers classified?

Procedure:

1. Distribute Data-People-Things survey and have students complete it. Emphasize the categories when discussing results -- "You're a people person; you're an information expert; you're great with things."

2. Divide students into groups by results -- data, people and things. Limit groups to four or five; you may have several groups for each of the three categories.

3. Have small groups brainstorm as many careers as possible which primarily deal with their category. Discuss that most careers will have some overlap but do have a primary designation.

4. Have groups share with class.

5. Distribute DOT/GOE/SOC handouts. Discuss these grouping systems. As you go through, ask students to help you label each broad category in each grouping system by data-people-things. Take each group and put the three words data-people-things in order according to their importance for that group. For instance, the first DOT category is Professional, Technical and Managerial Occupations. That group works most with data, next people, then things.

6. Have students mark the data-people-things order on their handouts, then circle all the categories which start with their "type" (data, people or things).

NOTE: Like the Dictionary of Occupational Titles, The Guide for Occupational Exploration is a reference book. Another reference book, the Occupational Outlook Handbook, uses SOC codes. All of these are available through the U.S. Government Printing Office. If you have any of those books, you can do much more with this Indicator.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

4. Describe the concept of career ladders.

Title: The Career Sphere

Summary: Students discuss traditional career ladders, the sphere of today, and do an exercise comparing the two.

Handouts: Ladders and Spheres (107)
Skills Checklist (82 A-D)

Pre-Post Question: What is a career ladder and how does it work in today's society?

Special Materials Needed: None

Procedure:

1. NOTE: It is advisable that students first complete the activity for Competency IV, Indicator 5, which emphasizes the concept of transferable skills.
2. Ask students how workers advance. They may mention the traditional method of "working your way up within a company."
3. Draw a ladder on the blackboard and designate the rungs: helper, apprentice, worker, manager, supervisor, owner.
4. Discuss this as the traditional concept. But how does it work in a society in which workers will have 10 to 15 different employers, with much of middle management eliminated, and most workers expected to have critical thinking skills?
5. Distribute the Career Sphere handout. Ask them how they think this sphere could function as the "new ladder of today." Discuss how workers with transferable skills can move in any direction -- not just up but around the globe, changing not only employers but careers as the workplace evolves. Emphasize the flexibility offered by this new "amoeba-shaped" system.
6. Divide the class into groups and assign each a career. Have each group create a traditional ladder for that career, then go through the Skills Checklist handout and list all the transferable skills of that career. Here's an example:

   Fast food worker traditional career ladder: probationary worker doing clean-up, cashier, drive-up window worker, cook, assistant manager, manager, district manager, franchise owner.

   Fast food worker transferable skills: ability to learn, arithmetic, computers, cooking, cooperating, explaining, figuring things out, finding mistakes, following directions, getting along, handling stress, improvising, keeping records, listening, managing money, manual dexterity, observing, organizing, etc.
7. Now have groups brainstorm 10 other careers that could use those transferable skills. They may already have some ideas from the Skills Checklist activity done previously.
8. Have groups share with the class.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

5. Describe the advantages and disadvantages of self-employment as a career option.

Title: My Own Business

Summary: Students produce a list of skills they could use in running their own business.

Handouts: Skills Checklist (82 A-D)

Pre-Post Question: What skills would I need to run my own business?

Special Materials Needed: None

Procedure:

1. Discuss self-employment. Ask if anyone in the class is self-employed. What about babysitting, yard work, delivering newspapers, shoveling snow, cutting firewood? It is likely someone in the class is or has been self-employed.
2. Have them describe the advantages and disadvantages. Brainstorm on the board a list of differences about self-employment versus working for others: Independent, no supervisor, set own hours, find work yourself, no benefits, total responsibility, overhead. Identify the advantages and disadvantages.
3. Brainstorm some self-employment opportunities. Ask about parents who may be self-employed. Examples: Retail business owner, musician, actor, consultant, artist, writer, contractor, repairer, counselor, lawyer, doctor.
4. Divide the class into small groups. Have each student answer the question: "If I were self-employed, I would work as ________________."
5. Distribute Skills Checklist to each student. Have them write the name of this self-employed career at the top of the first blank column. Have them write "I have" at the top of the second column, and "How I could get" at the top of the third.
6. Have small groups review each skill together. If it applies to a student's self-employed career, they check the first column. If it also is a skill the student already has, they check the second column. If the first column is checked and the second blank, the student must complete the third column -- how they could acquire that skill.
7. Have volunteers read a list of all the skills which fit the career they identified.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

6. Identify individuals in selected occupations as possible information resources, role models, or mentors.

Title: Local Resources

Summary: Students compile a directory of local businesses, agencies and individuals willing to share career information.

Handouts: Finding Employment (79 A-B)
Career Share (112)

Pre-Post Question: Who in the community could serve as an information resource, role model, job shadow host, field trip host, career day speaker or mentor?

Special Materials Needed: Yellow Pages, local newspapers, access to telephones

Procedure:

1. NOTE: The Career Share form can be customized by typing in the name and phone number of your school in the blank space provided. Your phone number is referred to at the bottom of the form.
2. Have each student select a career field they are interested in. Tell them the goal is to compile a list of individuals who could serve as community resources for the school.
3. Distribute the Finding Employment handout and go over each item with the class, emphasizing the list of potential resources.
4. Distribute the Career Share form and go over it, explaining the information to be solicited.
5. Have students work in pairs, linking up identical or related careers.
6. Have students review Yellow Pages, newspaper ads and sources on the Finding Employment handout for a list of companies and agencies related to the career identified.
7. Have students actually call the companies and agencies they find and talk to owners, managers and administrators. Have students describe the Career Share project and ask to fill out the form over the phone or ask if they can send a form to the individual.
8. Have students address envelopes, send out forms and help compile resource directory once forms are returned.
9. Distribute this directory throughout your district.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

7. Describe the influence of change in supply and demand for workers in different occupations.

Title: Supply and Demand

Summary: Students brainstorm which careers are in decline and which on the rise and how that may affect their career choice.

Handouts: Where the Jobs Are (111)

Pre-Post Question: What careers are in demand, and what careers are on the decline?

Special Materials Needed: None

Procedure:

1. Ask students how many of their grandparents were farmers? How many of their parents? How many of them hope to be farmers? Note a declining trend. Ask the same question for loggers. And for factory workers.
2. What has caused declines in the need for these workers? (Farming -- high technology uses machines instead of people. Logging -- reduced supply. Manufacturing -- high technology; cheap labor overseas.) How do they feel about these careers? Discuss how reduced demand for an occupation affects its prestige and the career choices of young people. What generally happens to salaries when a career is on the decline?
3. Now ask students to identify some careers which are increasing. How do they feel about careers which are on the rise?
4. Distribute handout Where the Jobs Are. Review the two lists. Note that the fastest-growing careers have more prestige and higher salaries than the careers with the biggest growth in total number of workers. How many students might be interested in a career on the fastest-growing list? How many on the biggest growth list?
5. Help students see that growing careers are not necessarily prestigious or high-paying. High demand does not necessarily have the presumed effect. Will they take one of those jobs just because it's available? What could they do to be on the fastest-growing list instead of the biggest growth list?

Answer: Training is the key. On the fastest-growing list, all but one -- home health aide -- require considerable training. On the biggest growth list, only one -- nurse -- requires more than minimal training.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

8. Identify how employment trends relate to education and training.

Title: Joe Schmoe

Summary: Students complete a humorous handout which emphasizes the need for lifelong learning, then discuss trends.

Handouts: The Working Life of Joe Schmoe (95 A-B)
The Changing Workplace (108)

Pre-Post Question: What are current employment trends and how does that affect educational requirements?

Special Materials Needed: None

Procedure:

1. Divide class into small teams, each with a recorder.
2. Distribute handout, with one for each person and an extra for each recorder.
3. Read the story aloud. Stop at the end of each sentence which has fill-in-the-blanks. Each group privately selects an answer, which is only written on the recorder's extra copy.
4. Go back through the story, stopping at each fill-in-the-blank. Ask for and confirm correct answers. Have each individual fill out their handout with correct answers.

JOE SCHMOE ANSWERS:

1. 12,000
2. Restaurant Worker (and others)
3. 4 percent (some sources say higher)
4. $10,920
5. $10,895
6. $25
7. Electronics Technician (and others)
8. $1,300
9. 3
10. 12
11. 68
12. Ability/willingness to learn
13. "You're fired!"

5. Ask what was the point of the story. Obviously, the continued need for education. What are some of the reasons identified in the story? Answers: High school education qualifies one for fewer careers than previously; high school education provides few job opportunities to make a living wage; technology is changing jobs; employers are expecting workers to retrain.
6. Now pass out The Changing Workplace and discuss on-going trends. What does each mean in terms of education and training? Here are some examples, with the trend number in parentheses: Self-employment (6) requires management and administrative training. The global economy (7) puts a premium on foreign language. Knowledge-intensive (10) requires a broader background and more critical thinking. Service (12) requires more people skills. All require more transferable skills, and that means more education.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Career Information

9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Title: Local Restrictions on Career Opportunities

Summary: Students discuss where they may want to live someday and brainstorm local restrictions on career opportunities.

Handouts: None

Pre-Post Question: What restrictions on career opportunities are present in my community?

Special Materials Needed: None

Procedure:

1. Ask students where they would like to live some day. Why? Brainstorm a list of reasons to live somewhere else than your community. Is career opportunity one of the reasons?

2. Now ask students to brainstorm what careers are not available in your local community, and why. Produce two lists on the board -- the unavailable careers, and the reasons why.

3. What are the reasons, the factors restricting career opportunities in your community. What are some factors other communities may have? Make sure to discuss population, climate and geographic location.

4. Ask students why some people choose to live in your community despite restrictions on their career opportunities. What does your community have to offer which might draw people despite career restrictions? What values are those people putting ahead of career opportunity?

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Title: Finding Employment

Summary: Students compile a list of potential employers for a specific career field.

Handouts: Finding Employment (79)

Pre-Post Question: How do I find job openings?

Special Materials Needed: Yellow Pages, local newspapers

Procedure:

1. Have each student identify a career or careers of interest. Tell them the goal is to compile a list of employers who could be solicited for a job.
2. If students have completed the activity for Competency VI, Indicator 6, then you already have a list of career resources in your community. That list can be used by students to find potential openings for specific career fields. Otherwise, continue:
3. Distribute the Finding Employment handout and go over each item with the class. Emphasize that most job openings are not advertised. Ask for volunteers to tell about how they got jobs.
4. Have students review Yellow Pages, newspaper ads and other local sources to begin a list of employers.
5. OPTION: As a carryover activity, have each student interview at least 3 friends, relatives or neighbors about job openings.
6. OPTION: Some students may actually be seeking work. Have them contact sources, following the steps on the Finding Employment handout. Have them report results.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

2. Demonstrate academic or vocational skills required for a full or part-time job.

Title: Academic, Vocational and Me

Summary: Students complete handouts linking careers to skills, then to their skills, and then to school courses.

Handouts: Workplace Basics: A checklist (84)
Skills Checklist (82 A-D)
My Skill Record (76)
School Courses (83)

Pre-Post Question: What skills do today's employers want most, and which of them do I have?

Special Materials Needed: Your local course guide

Procedure:

1. NOTE: First have students complete the activities for Competency IV, Indicators 1 and 5. For Indicator 1, students complete My Skill Record handout, which lists 24 skills the student has, provides a score for the level of skill, and identifies it as a skill which is academic, vocational, both or neither. For Indicator V, students list two careers of interest on the Skills Checklist, identify the skills needed in each, and record their score for that skill.
2. On a separate sheet of paper, have students list all the skills which were circled on the Skills Checklist, indicating they are needed for both careers listed. Students definitely should be acquiring those skills.
3. Have students draw three columns on their paper.
4. Divide students into small groups so they can ask questions and confirm the following judgments:
5. In column 1, they record whether the skill is academic, vocational, both or neither. Within the group, most or all of these will already have been designated.
6. In Column 2, they identify their score in this skill. That score may already appear on My Skill Record, but may not if it was not one of the 24 selected by the student for the My Skill Record handout.
7. In column 3, they identify a course or courses at your school where they can acquire this skill. Use your course guide or the School Courses handout.
8. Have students share information, adding courses to their lists as they hear suggestions from others.
9. NOTE: If students have a four-year plan, they can compare the courses listed in this activity with the courses they have taken and plan to take.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain and Change Jobs**

3. Demonstrate skills and behaviors necessary for a successful job interview.

Title: Job Interview Simulation

Outcome: All participants experience a simulated job interview.

Handouts: 50 Questions Employers Ask in Job Interviews (51 A-B)
Assertive Interview Checklist (50)

Special Materials Needed: None

Pre-Post Question: On a scale of 0-100, how would I score in a job interview?

Procedure:

1. NOTE: Students can have a resume and completed job application for this simulated interview if they do the next Indicator (4) first.
2. Distribute the 50 Questions handout. Optional: Discuss the questions and job interview experiences of participants.
3. Provide instructions: All persons will get a chance to interview. Interviews will be timed (5-10 minutes works best). Interview subjects are to answer all questions truthfully.
4. Divide participants into groups of 4 (3 or 5 also okay). Arrange chairs so 1 is facing a "panel" of 3.
5. Ask for a volunteer from each group to be the first job applicant. All applicants go to the far side of the room. Seat the panelists.
6. The job applicant approaches the panel, introduces self, and identifies the job they are applying for.
7. Panelists take turns asking questions from the handout.
8. When time is up, applicants immediately return to the far side of the room. Panelists have 2 minutes to score the applicant on the Assertive Interview Checklist handout.
9. One panelist takes the completed Score Sheet to the applicant. That panelist stays on the far side of the room and becomes the next job applicant. The first applicant joins the panel. The next interview begins. Keep rotating until all have been interviewed.
10. Have the groups of 4 discuss and explain results. Then have a large-group discussion.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

4. Demonstrate skills in preparing a resume and completing job applications.

Title: Job Applications and Resumes

Summary: Students complete a job application.

Handouts: Application for Employment (85 A-B)
Resume Worksheet (116 A-E)

Pre-Post Question: How do you complete a job application and create a resume?

Special Materials Needed: Computers or typewriters

Procedure:

1. Have participants review the Resume Tips and the example resume.
2. Have them complete the Resume Worksheet. They fill out all sections which apply; some may be left blank.
3. You may have to lead a group discussion to explain the skills list on the last page of the Resume Worksheet.
4. OPTIONAL: Have them actually type (or word process) the information into a resume format. There are lots of fancy names for resume formats, but the differences are mostly a matter of the order of information. The three sections that can be rearranged in any order are Experience, Education and Transferable Skills. Put them in order of your strengths. Other resume tips: Biographical data and your objectives go first. Community service, hobbies and references go last. Limit the resume to one page, possibly with a second page for references. Make it neat, complete and mistake-free.
5. Distribute Application for Employment handout and have participants select a position to apply for and answer all questions, using the resume for information.
6. Discuss any questions which were difficult. Discuss neatness. Discuss possible blank areas due to lack of experience, education, etc.
7. OPTION: Have the students complete a "future" resume and application assuming they have completed full-time training after high school and also have part-time and summer work experience.
8. Discuss the differences.
9. Post the job applications and resumes.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

5. Identify specific job openings.

Title: Identifying Job Openings

Outcome: Students will have idea of openings available to entry-level workers.

Handouts: Entry-Level Jobs (44 A-C)
Finding Employment (79)

Special Materials Needed: Yellow Pages, local newspapers

Pre-Post Question: List as many jobs as possible open to entry-level workers.

Procedure:

1. Distribute Entry-Level Jobs handout and ask class to identify what the jobs on this list have in common. (Little or no formal training beyond high school required.)
2. Have each student put a "PT" next to any job they would be interested in doing part-time. Have them put an "FT" next to any job they would be interested in doing full-time.
3. Have students share answers. Discuss why they are not interested in many of these for full-time work.
4. Discuss why there are so few entry-level jobs which have a good wage and good job opportunity. What factor is missing from these jobs, the factor which enhances pay and job opportunity? Answer: post-high school training!
5. Divide class into groups. Provide each group a local newspaper. Have each group identify which careers on the list are available locally.
6. NOTE: The following activity is also used for Indicator 1 of this Competency. Have each student identify a career or careers of interest. Tell them the goal is to compile a list of employers who could be solicited for a job.
7. If students have completed the activity for Competency VI, Indicator 6, then you already have a list of career resources in your community. That list can be used by students to find potential openings. Otherwise, continue:
8. Distribute the Finding Employment handout and go over each item with the class. Emphasize that most job openings are not advertised. Ask for volunteers to tell how they got jobs.
9. Have students review Yellow Pages, newspaper ads and other local sources to begin a list of employers.
10. OPTION: As a carryover activity, have each student interview at least three friends, relatives or neighbors about job openings.
11. OPTION: Some students may actually be seeking work. Have them contact sources, following the steps on the Finding Employment handout. Have them report results.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

6. Demonstrate employability skills necessary to obtain and maintain jobs.

Title: Employability Skills

Summary: Students rate themselves on 25 worker traits, then provide evidence of skill acquisition.

Handouts: Self-Rating (35)

Pre-Post Question: What skills are necessary to obtain and maintain jobs, and which do I have?

Special Materials Needed: None

Procedure:

1. Have students complete Self-Rating handout. (This may have been completed for Competency V, Indicator 5.)
2. Put class in circle. Go around the room and have each student identify one of the 25 worker traits and give a specific example demonstrating they have acquired that skill. Go around at least twice.
3. Ask students which of the 25 traits is the most important on the job. Ask for reasons why. List the five most important traits on the board.
4. Discuss these "employability skills" versus the skills they have been working with on the Skills Checklist. While there is some cross-over, most of these are personality traits while most of the skills on the Skills Checklist are actions which could be taken on the job.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain and Change Jobs**

7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Title: Working Conditions

Summary: Students complete a chart listing which working conditions they find acceptable, then analyze the working conditions of several careers, then compare those careers with the ones they found acceptable.

Handouts: Working Conditions (100)

Pre-Post Question: What are the working conditions of various careers?

Special Materials Needed: None

Procedure:

1. Divide class into groups.
2. Distribute the Working Conditions handout. Have students write "Me" above the first column on the chart. Have the group go through each condition, with each student saying if they would accept a job with that condition. They check all working conditions they would accept.
3. Have each student identify 3-4 careers of interest and write the career names at the top of the remaining columns.
4. Have groups start with the first working condition, "always inside." They alternate identifying one career at a time, and the group decides whether that condition applies to the career identified. If so, that box is checked. Have them keep going until all careers have been named; then go to the next working condition.
5. There are two blank lines at the bottom. "Benefits" and "Opportunities for Change" could be inserted on those lines, or other items at your discretion.
6. Have students compile a Working Conditions score for each career, described as a fraction: On the bottom is the number of working conditions identified for that career; on the top is the number of those working conditions that the student listed as acceptable in column one. Thus a score of 4/6 would mean that six of the working conditions listed applied to a specific career, and that the student finds four of those six acceptable.
7. Have students share.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain and Change Jobs**

8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.

Title: Placement Services

Summary: Students compile a list of local placement services.

Handouts: Finding Employment (79)

Pre-Post Question: What placement services are available in my community to help me make the transition from high school?

Special Materials Needed: Yellow Pages
Information on local placement services
Access to telephones

Procedure:

1. NOTE: This activity requires local research. It is advisable for you to have done some of the research ahead of time.

2. Distribute Finding Employment handout and have students review first page. Help students brainstorm possible sources of placement services from the items mentioned, including: government employment agencies, private employment agencies, colleges and universities, business groups (chamber of commerce), libraries, career centers, armed services recruiters, youth services, etc.

3. Have students actually call those on the above list and find out:

Name of agency
Address
Phone number
Hours open
Type of services offered
Qualifications required of clientele (age, income, etc.)
Fee required

4. Have class compile a list of placement services which can be shared throughout your district and your community.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain and Change Jobs**

9. Demonstrate an understanding that job opportunities often require relocation.

Title: Local Restrictions on Career Opportunities

Summary: Students discuss where they may want to live someday and brainstorm local restrictions on career opportunities.

Handouts: None

Pre-Post Question: What restrictions on career opportunities are present in my community?

Special Materials Needed: None

Procedure:

1. NOTE: This activity also is used for Competency VI, Indicator 9.
2. Ask students where they would like to live some day. Why? Brainstorm a list of reasons to live somewhere else than your community. Is career opportunity one of the reasons?
3. Now ask students to brainstorm what careers are not available in your local community, and why. Produce two lists on the board -- the unavailable careers, and the reasons why.
4. What are the reasons, the factors, restricting career opportunities in your community. What are some factors other communities may have? Make sure to discuss population, climate and geographic location.
5. Ask students why some people choose to live in your community despite restrictions on their career opportunities. What does your community have to offer which might draw people despite career restrictions? What values are those people putting ahead of career opportunity?
6. Have each student identify three careers of interest and use the Community Resource Guide developed in Indicator 1 of this Competency to research whether those careers are available locally.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain and Change Jobs

10. Demonstrate skills necessary to function as a consumer and manage financial resources.

Title: Managing Money

Summary: Students fantasize a life 10 years in the future, then see if they can manage their money appropriately.

Handouts: Lifestyle Worksheet (93-A)
10 Years From Now Fantasy (93 B-C)

Pre-Post Question: How might I spend my salary as an adult worker?

Special Materials Needed: None

Procedure:

1. Have students complete Lifestyle Worksheet.
2. Have students complete 10 Years From Now Fantasy Salary Worksheet. Set a maximum for the beginning salary (as of 1994, very few careers had starting salaries higher than $30,000.)
3. Have students share results. Discuss management of financial resources based on career goals.

COMPETENCY VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

1. Describe the effect of work on lifestyles.

Title: Work and Lifestyle

Summary: Students create a hypothetical future, then analyze the effect of their chosen career on their lifestyle.

Handouts: None

Pre-Post Question: What effect does work have on my lifestyle?

Special Materials Needed: None

Procedure:

1. Write the following options on the board and discuss them: Marital status, number of children, work status (full-time, part-time, not working), career choice, community activities, leisure activities.
2. Divide class into small groups. Have each student select marital status, number of children, work status, career, one community activity and one leisure activity. They list each role and produce a paragraph profile of their future: "I am a full-time airline pilot, married with two children. I volunteer with the Big Brother/Big Sister program, and I like to ski."
3. Students share their paragraphs with their group.
4. Now students write a second paragraph telling how the work role affects the other roles, both positively and negatively. Here's an example:

"Working full-time as a pilot brings in considerable money for my family. But it means I'm away from home a lot, and that makes it hard on my spouse and children. It also means I miss some of my Big Brother/Big Sister meetings. And I don't get to ski as much as I'd like to. But if I didn't work full-time, I wouldn't have money for skis anyway, or for the things I buy for the kids in the Big Brother/Big Sister program."

5. Students share their second paragraphs with their group.
6. Volunteers share with entire class.

COMPETENCY VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

2. Describe how society's needs and functions affect the supply of goods and services.

Title: Baby Boomers

Summary: Students discuss how the baby boom generation has increased demand for various goods and services.

Handouts: None

Pre-Post Question: How do changes in society affect the supply of goods and services?

Special Materials Needed: None

Procedure:

1. Ask the students why the Beatles and other rock bands of the Sixties are still so popular today, with continued high sales. Possible answers: Nostalgia, music on the cutting edge of rock, quality. Ask them: Who is listening to and buying these bands. Your parents — the baby boom generation!

2. Discuss the history of the baby boom — low birth rate in the Thirties due to the depression and the early Forties due to the war. An explosion of births after the war and during the "good times" of the late Forties and early to mid Fifties. Significantly more people. Then a decline in the Sixties and Seventies because the baby boomers held off having children.

3. Have four students stand up. The first student represents the children of the Thirties and early Forties (grandparents' generation). Students two and three represent the children of the Baby Boom generation — late Forties and Fifties. The fourth student represents children born in the Sixties and Seventies.

4. Now point to the two middle students. It is 1953 when both are born. Society has been used to "this many" babies (pointing to the first student) and now has "this many" (students two and three). What products are now in greater demand? Diapers, baby bottles, infant toys, cribs and other furniture, etc.

5. Now it is 1958. The baby boomers start school — kindergarten. More kindergartners than the previous generation. What happens? New schools need to be built, more teachers hired.

6. Now it is 1965. Our two baby boomers hit puberty. They discover the opposite sex, modern music, etc. What goods and services are now in higher demand? Solicit answers.

7. Meanwhile, student four is being born, fewer babies than before. What happens to that boom that occurred in baby products?

8. Continue in this vein to the present — a higher demand for health and fitness as the baby boomers age. Discuss how trends and needs in society affect goods and services.

COMPETENCY VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

3. Describe how occupational and industrial trends relate to training and employment.

Title: Trends and Training

Summary: Students brainstorm which careers are in decline and which on the rise and how that may affect training.

Handouts: Where the Jobs Are (111)
The Changing Workplace (108)

Pre-Post Question: How do occupational trends affect the type and amount of training I should get?

Special Materials Needed: None

Procedure:

1. Ask students how many of their grandparents were farmers? How many of their parents? How many of them hope to be farmers? Note a declining trend. Ask about loggers and factory workers.

2. What has caused declines in the need for these workers? (Farming — high technology uses machines instead of people. Logging — reduced supply. Manufacturing — high technology; cheap labor overseas.) Discuss how reduced demand affects an occupation's prestige and the career choices of young people.

3. Now ask students to identify some careers which are increasing. How do they feel about careers which are on the rise?

4. Distribute handout Where the Jobs Are. Review the two lists. Note that the fastest-growing careers have more prestige than the careers with the biggest growth in total number of workers. How many students might be interested in a career on the fastest-growing list? How many on the biggest growth list?

5. Help students see that growing careers are not necessarily prestigious or high-paying. High demand does not necessarily have the presumed effect. Will they take one of those jobs just because it's available? What could they do to be on the fastest-growing list instead of the biggest growth list? Training is the key. On the fastest-growing list, all but one (home health aide) require considerable training. On the biggest growth list, only one (nurse) requires more than minimal training.

6. Pass out The Changing Workplace and discuss on-going trends. What does each mean in terms of education and training? Here are some examples, with the trend number in parentheses: Self-employment (6) requires management and administrative training. The global economy (7) puts a premium on foreign language. Knowledge-intensive (10) requires a broader background and more critical thinking; service (12) requires more people skills.

COMPETENCY VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

4. Demonstrate an understanding of the global economy and how it affects each individual.

Title: The Global Economy

Summary: Students examine where their shirts/jackets were made and discuss the global economy.

Handouts: None

Pre-Post Question: What is the global economy and how does it affect me?

Special Materials Needed: None

Procedure:

1. Divide class into groups of five or six and put each group in a circle. Have them stand so each is behind the one in front. Have the person behind turn down the collar of the person in front of them, read the label and try to identify where the garment was made.

2. Have students identify countries where garments were made. Write the countries on the board. Add up what percentage of garments were made outside the United States.

3. Ask the students why so many garments are made outside the U.S. Discuss the notion of cheap labor overseas and how that has removed production jobs from our economy. Discuss the types of jobs that have taken the place of production jobs in this country: design, acquisition of raw materials, import/export, buying, selling, explaining, installing, repairing.

4. Now turn to cars. How many own or drive "American" cars? Is there really any such thing anymore? Many "American" models are actually "Japanese" cars. Many "Japanese" models are assembled in the U.S. Most cars now have parts from more than one country. What other goods do students own from other countries? Discuss implications for consumer attitudes.

5. Discuss the changing workforce: Most of those entering the workforce today are not white males. Many speak English as a second language.

6. Have students brainstorm worker implications of the global economy, with an increased need for: bilingual workers; workers who can travel; workers who understand and are accepting of other cultures; workers with high-level communications skills using telephone and fax machines; workers who can work for owners and supervisors from other nations.

COMPETENCY IX: Skills To Make Decisions

1. Demonstrate responsibility for making tentative educational and occupational choices.

Title: CIA CODE

Summary: Students complete an interest survey which provides them a "CIA Code" -- a top Career Interest Area (Guide for Occupational Exploration Worker Trait Group). They then explore the educational requirements for some careers within their CIA Code.

Handouts: Career Interest Areas (86 A-G)
Career Training (115 A-N)

Pre-Post Question: How do my interests match up with career groups?

Special Materials Needed: None

Procedure:

1. Have students select partners. While this is really an individual activity, it is a long one and having partners keeps students from being bored. It also will help readability.

2. NOTE: These instructions make little sense without reviewing the handouts.

3. Distribute Career Interest Areas Survey, but not the Career Survey Evaluation Sheet. Have students alternate reading the questions out loud to one another. They may discuss answers but emphasize they should choose the one that fits them best (not just what partner chose).

4. Have partners switch papers for scoring. Partner A will read Partner B's answers out loud. Partner B will record them on own Career Survey Evaluation Sheet.

5. Review and explain instructions on Career Survey Evaluation Sheet. Remind students to start at the bottom of each letter column. They will have a whole bunch of X's in the "1" row before they get any in the 2 row (the second time they choose a letter). Have everyone stop when they get the chart filled in.

6. Below the chart they are to list their three top Career Interest Areas. Example: If there is a tie for first, and one next, those are the three areas. They may have to list four if there are two two-way ties, for example.

7. They then back up to the last survey page to read the descriptions of their three top areas. Then they then look through the career list on the last page and circle careers within their three top areas which interest them. Then they choose one of the three groups as their CIA Code.

8. Next distribute the Career Training handout and have them find the careers which they circled within their CIA Code and note the training requirements.

COMPETENCY IX: Skills To Make Decisions
2. Identify alternatives in given decision-making situations.

Title: Lost at Sea

Summary: Students work in groups to choose which items would be most important if lost at sea.

Handouts: Lost at Sea (6 A-B)

Special Materials Needed: None

Pre-Post Question: What are the advantages and disadvantages of making group decisions versus individual decisions?

Procedure:

1. Distribute Lost at Sea worksheet and have each person complete it.
2. Form groups; each group gets one blank worksheet for a consensus ranking. Groups work through their rationale for ranking. Averaging and majority-rule voting are forbidden; groups must reach a consensus.
3. Have groups share their consensus, and discuss differences.
4. Present "correct" ranking and rationale.
5. Have individuals score their original rankings. For each item, take the numerical difference between its correct rank and where it was ranked by the individual. (Ex.: Correct rank 2, individual rank 6, score is 4.) Tabulate a total for each individual. The lower the score, the better.
6. Have group members add scores of all individuals in group and divide by number of group members to get a group score. Compare this score with score achieved on consensus sheet.
7. Discuss group decision-making process and value of working in group versus individual decision-making.

COMPETENCY IX: Skills To Make Decisions

3. Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.

Title: Courses for Entering

Summary: Students will discuss high school requirements for various post-high school options, and note their strengths and weaknesses in various disciplines.

Handouts: Courses for Entering (39)

Pre-Post Question: What high school subjects should I take to prepare me for after high school? What are my strengths and weaknesses in those subjects?

Special Materials Needed: None

Procedure:

1. Discuss the concept of choosing courses in high school based on post-high school plans.
2. Construct a blank handout of Courses for Entering by photocopying it, cutting out the middle and making a new master which just has the categories across the top and down the side.
3. Divide the class into small groups and distribute the blank handout Courses for Entering. Have each group try to complete the chart with the number of years needed in each category.
   NOTE: A range may be permissible; check local requirements.
4. Have small groups present their results. Discuss differences. Use handout chart as guideline with local variations.
5. Have each student write in left margin how many years of study they plan to have in each discipline by graduation. Then have them compare those numbers with each column on chart to see career groups they will be qualified to pursue.
6. Have students record in left margin their grades for all classes taken in each discipline. Have them average those grades to come up with a grade for each discipline. Have each student tell the class their strongest subject and their weakest subject.

COMPETENCY IX: Skills To Make Decisions

4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

Title: 4-Year Plan

Summary: Students work on a 4-year plan and compare their course selections with post-high school training entrance requirements.

Handouts: 4-Year Plan (62)
School Courses (83)
Courses for Entering (39)

Pre-Post Question: What courses should I take in high school to meet post-high school training entrance requirements?

Special Materials Needed: Your high school course guide

Procedure:

1. NOTE: This is a complex activity which often is done on an individual basis, but can be done successfully in groups.
2. NOTE: The "Credits to 4-year U" column is based on entrance requirements to public universities in Washington state in 1994. These numbers may need to be altered based on your local requirements. The "Credits to Graduate" column has been left blank intentionally and must be filled in based on the requirements in your district.
3. To complete this activity, students must have some idea of the type of post-high school training they may want to pursue, and an idea of specific high school courses tied to their interests. Your high school course guide works best here; School Courses is a lesser alternative.
4. Distribute Courses for Entering and review local graduation requirements and four-year college requirements with student.
5. The 4-Year Plan form is designed so you and the student can track the number of courses taken in each discipline, and compare the student's total with graduation and four-year entrance requirements. The 1 is for first semester and the 2 is for second semester. There is room for two classes in each subject each semester; many of those lines may be left blank.
6. Add horizontally: Total all lines in each discipline and divide by two to show the current total in each subject.
7. Add vertically: Total all lines vertically and divide by two to show the number of credits earned in any year. This is a good check to make sure all classes have been listed.
8. Have students write in grades for all courses completed.
9. Have students discuss subject areas where they are strong and weak based on post-high school training options.

COMPETENCY IX: Skills To Make Decisions

5. Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.

Title: June of My Senior Year

Summary: Students complete a handout in which they have to answer specific questions about their post-high school plans.

Handouts: June of My Senior Year (119)

Pre-Post Question: What am I doing after high school?

Special Materials Needed: Application forms for various post-high school programs.

Procedure:

1. NOTE: This activity may be completed by non-seniors, but those students may be unable to answer all questions. Seniors should be able to complete either the job section or the training section (or both).
2. Distribute June of My Senior Year and have each student complete it. If they answer no to the fourth question (Do you plan to have a job?), then they skip to "Do you plan to be accepted by a school or training program?"
3. Have each student use the answers to this form to write a paragraph explaining their post-high school plans.
4. Have each student stand up and read their paragraph to the class, as if giving a speech.
5. While this form demonstrates clear intent, it does not demonstrate action. Have each student actually pursue the post-high school choice described on the form. Have students apply for jobs, schools and training programs. Some schools give credit for students who can prove they have gained admittance to post-high school training.

COMPETENCY IX: Skills To Make Decisions

6. Identify steps to apply for and secure financial assistance for post-secondary education and training.

Title: Financial Aid

Summary: Students review basic financial aid options.

Handouts: Money for School (117 A-C)

Pre-Post Question: How can I get help to pay for post-high school training?

Special Materials Needed: Local scholarship information

Procedure:

1. NOTE: This activity merely scratches the surface of available resources. Paying for College, a free booklet which is updated annually, can be obtained from the Washington Student Loan Guaranty Association, 1-800-562-3001.
2. NOTE: Many communities have local scholarship programs. Does yours?
3. NOTE: Financial Aid information changes yearly. Make sure this handout is still current before using it.
4. Ask students how much they think it costs to go to a community college or vocational-technical institute. Most think it is much more expensive than it is. Provide current tuition figures (about $1,300 a year in 1994 in Washington state), and show them it is affordable.
5. Even the more expensive schools -- private four-year colleges and private vocational schools -- can become affordable with financial aid.
6. Distribute the handout and review the different types of financial aid, emphasizing that the schools themselves give away the most.
7. Discuss local sources.
8. Discuss federal financial aid and the FAFSA application process -- somewhat involved and confusing but well worth it if they were to figure the hourly wage for the application process: Divide the amount of money received by the hours it took to complete the application!

COMPETENCY X: Understanding the Interrelationship of Life Roles
1. Demonstrate knowledge of life stages.

Title: Life Span Chart

Summary: Students create a timeline of significant growth and changes.

Handouts: Life Span Chart (90)

Pre-Post Question: What are the stages of my life?

Special Materials Needed: None

Procedure:

1. Discuss life stages and rites of passage: Have them brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, full-time education complete, full-time work begins, marriage, children, divorce, career change, children leave home, retirement, death.

2. Give students Life Span Chart handout. Discuss "averages" on chart.
3. Have students fill in their own Life Span Chart to the current time.
4. Have students imagine their future, creating their own Life Span Chart, utilizing whichever items they deem appropriate.
5. Seek volunteers to share.
6. This activity also is used for Competency III, Indicator 1.

COMPETENCY X: Understanding the Interrelationship of Life Roles

2. Describe factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Title: My Daily Lifestyle

Summary: Students complete two handouts analyzing their time priorities, then discuss lifestyle factors.

Handouts: Prioritizing Activities (88)
Time Priorities (71)

Pre-Post Question: How do I spend my time and what does that show about my lifestyle?

Special Materials Needed: None

Procedure:

1. Distribute Prioritizing Activities and have students mark on the clock their activities for a "normal" day. NOTE: A great way to do this is actually keep track for a week.
2. Have students share.
3. Brainstorm a list of reasons why students perform those activities: why do they go to school, why do they sleep, why do they eat, why do they work, why do they pursue recreation? For the last two questions you'll wind up with a list of lifestyle factors: I work because I need the money; I work because I believe it's important to get experience; I exercise because I believe in good health; I ski because I like to have fun.
4. Now divide class into groups. Distribute Time Priorities handout and have them expand some of the items mentioned on the clock. Each student must fill out every box; the group is responsible for sharing ideas so that all students can do so. Some may claim to not be a member of any organization, but the school is an organization — have them use the school for that section.
5. Have students share their papers in small groups.
6. Bring class back together and have students share from the Things I Want To Do list. Most of these will also be lifestyle factors. Expand your list on the board.
7. Discuss lifestyle as a choice. Ask students to describe their parents' lifestyle based on where they live and what they do with leisure time.
8. The activity for Competency VIII, Indicator I also can be used for this Indicator.

COMPETENCY X: Understanding the Interrelationship of Life Roles

3. Describe ways in which occupational choices may affect lifestyle.

Title: My Fantasy Future

Summary: Students imagine their future, answering specific questions about career choice and lifestyle.

Handouts: My Fantasy Future (114)

Pre-Post Question: How will my career choice affect my lifestyle?

Special Materials Needed: None

Procedure:

1. Discuss the value of daydreaming and fantasizing.
2. Distribute My Fantasy Future handouts and have students complete them. They must answer all questions.
3. Divide the class into small groups and have them share their fantasies. Have group evaluate: Does the fantasy career fit the fantasy lifestyle? Why or why not?

COMPETENCY X: Understanding the Interrelationship of Life Roles

4. Describe the contribution of work to a balanced and productive life.

Title: Life Roles Autobiography

Summary: Students construct a booklet which examines them in six life roles: Individual, family member, learner, consumer, producer, citizen. They then extract goals from their role information.

Handouts: Me As... (67 A-E)

Pre-Post Question: How does work help me fit into the world around me?

Special Materials Needed: Construction paper, drawing materials, staples or yarn.

Procedure:

1. Discuss the concept of the six life roles. Write them on the board.
2. Distribute the handouts in order one at a time. Individual is first. Discuss likes, dislikes and abilities; have each student fill out the form, then share with the class.
3. Distribute Family Member handout. Discuss needs versus wants. Have students complete and share.
4. Distribute Learner handout. Discuss methods of learning. Emphasize learning as occurring everywhere, not just in school. Have students complete it, referring to their individual likes for assistance. Share.
5. Distribute Consumer handout. Discuss, goods, services, transportation and recreation. Have students refer to likes, needs, wants and learning for ideas. Share results.
6. Distribute Producer/Citizen handout. Producer section is where students list work experience. (Emphasize Producer can be in volunteer capacity such as washing dishes or mowing lawn at home and does not have to result in a visible product.)
7. Discuss Citizen roles. Have class brainstorm "adult roles" such as voting and holding office. Apply those to school and community activities. Citizen can be defined as citizen of the school, so voting and holding office do apply. Other examples: Following laws/rules; helping those less fortunate; paying taxes; cleaning neighborhood; reporting emergencies; communicating information. Share results.
8. Now have students review their roles as a package. What would happen if the Producer role were eliminated. How would the other roles be affected?
9. Have students make a cover for their Life Roles Autobiography. Staple the six pages to the cover.

COMPETENCY X: Understanding the Interrelationship of Life Roles
5. Describe ways in which work, family, and leisure roles are interrelated.

Title: Things I Like To Do

Summary: Students compile a list of activities, designate whether they are for leisure, family or career growth, and discuss the positive effects of those activities.

Handouts: Things I Like To Do (74)

Pre-Post Question: How are my work, leisure and family activities related?

Special Materials Needed: None

Procedure:

1. Distribute What I Like To Do handout and have students complete it, listing only "activities I could tell my parents about" (nothing illegal, no sex).
2. Have students share lists, especially noting which activities are on more than one list. How are they interrelated? How does a leisure activity sometimes help the family or career development?
3. Discuss the benefits of the activities -- mental, emotional, physical and economic.
4. NOTE: The activities for Indicators 2 and 4 of this Competency and for Competency VIII, Indicator 1 also fulfill this Indicator.

COMPETENCY X: Understanding the Interrelationship of Life Roles
6. Describe different career patterns and their potential effect on family patterns and lifestyle.

Title: Career Patterns

Summary: Students evaluate the potential effects of various career patterns submitted anonymously by others.

Handouts: None

Pre-Post Question: How do career changes affect lifestyle?

Special Materials Needed: None

Procedure:

1. NOTE: This activity requires some knowledge of the career pattern of a parent or guardian. Tell students this is anonymous -- the information they provide will not be identified with them or their parent. This needs to be done in a group large enough that information will not be easily identifiable.

2. Have students create a timeline of the career pattern of one parent. This should begin with leaving high school (graduation or dropout), and list each job and career change and any periods of unemployment. It should be as detailed as possible, but ages can be approximate. Here is an example:

18 -- Graduated from high school
18 -- Went to work in the paper mill
20 -- Started community college part-time, studying electronics
21 -- Laid off from mill.
22 -- Got a job as electronic repair assistant
25 (about) -- Promoted to electronic repair
26 -- Switched to another electronic repair firm for more money. Moved family to another town.
30 -- Began taking business courses at community college
35 -- Obtained A.A. degree in business
36 -- Opened own electronics repair firm, moving family back to town where parent originally attended high school.
40 -- Hired helper to work in business.
41 -- Age today.

3. Divide the class into groups. Collect all the papers from group A and select one, assigning it to Group B. Take Group B papers, select one and assign it to group C, etc.

4. Have the groups brainstorm all the effects. How does each change affect family, lifestyle, income, location, time, stress. Have them make up a hypothetical sentence for each career pattern change. Example: Age 26 -- Family moved, income goes up, they buy new house, time with family goes down, stress level goes up.

COMPETENCY X: Understanding the Interrelationship of Life Roles
7. Describe the importance of leisure activities.

Title: The Value of Fun

Summary: Students tie leisure activities to stress reduction, family relations, career skills and other benefits.

Handouts: Things I Like To Do (74)

Pre-Post Question: Why are leisure activities so important?

Special Materials Needed: None

Procedure:

1. In the activity for Competency III, Indicator 3, students brainstorm a list of ways of dealing with stress. Complete that activity, then have students identify all of the methods which are leisure activities.
2. Now have students examine the Things I Like To Do handout completed for Indicator 5 of this Competency. How many of the leisure activities could improve family relations? How many could improve career skills?
3. Now you have three ways leisure activities are important: reducing stress, improving family relations, improving career skills. What are some other benefits? Have students review their Things I Like To Do handout and brainstorm a list of benefits: Health, self-esteem, fun, to occupy time, camaraderie, meet new people, see new places, fulfill competitive urge, sense of accomplishment, learn new things, improve coordination, reduce weight, self-protection, fulfill creative urge, improve home, help others, grow food to eat, make a product to sell or give away.

COMPETENCY X: Understanding the Interrelationship of Life Roles

8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Title: Leisure and Career Skills

Summary: Students relate skills learned in leisure activities to skills needed in careers they have identified.

Handouts: My Skill Record (76)
Skills Checklist (82 A-D)

Pre-Post Question: How can the skills learned through leisure activities help in a career?

Special Materials Needed: None

Procedure:

1. If they have not already done so, have students complete the activities for Competency IV, Indicators 1, 2 and 5. This will provide them a list of skills with a personal score, a list of skills tied to personal interests, and a list of skills tied to potential career choices.
2. Have students lay the two Skills Checklists side by side. They look at any skill identified as needed in the personal interests, and see whether that skill would be needed to pursue their career interests. On a separate sheet of paper have them identify all the skills they use for personal interest which could be of use in their career interests.
3. Have students review their skill scores on the My Skill Record handout and record their score on the separate sheet of paper.
4. Have students share the list of skills being developed through personal interests (leisure activities) which will be of use to them in a career.

COMPETENCY XI: Understanding the Continuous Changes in Male/Female Roles

1. Identify factors that have influenced the changing career patterns of women and men.

Title: Women in the Workplace

Summary: Students respond to 15 statements and obtain score of their gender biases. They then discuss the changing attitudes which have changed the career patterns of men and women.

Handouts: Attitudes Toward Sex Roles (78)

Pre-Post Question: How do I feel about women in the work world? What factors have led to the increase of women in the work world?

Special Materials Needed: None

Procedure:

1. Distribute Attitudes Toward Sex Roles handout and have students complete it.
2. Go over each statement, inviting discussion and debate. Emphasize the change in attitudes about these statements since World War II.
3. Have students tabulate their total score. Provide the following standards:

15-45 — None or little gender bias
46-60 -- Some bias
61-75 — Biased
76-90 — Extremely biased

4. **Briefly discuss the history of the women's movement. Suffrage, women proving they could do the work of men during World War II (Rosie the Riveter), the women's movement of the Sixties and Seventies.**
5. **Present the facts of the workplace today: More than half of all American women work outside the home; more than 90 percent of American women will work outside the home sometime during their lives; less than 25 percent of families fit the stereotype of two kids with the woman at home and the man working; more men are taking on primary responsibility for child care.**
6. **Have class brainstorm on the board all the reasons why more and more women are working: They want to; they've proven they can; there are more single women, who have to work; many families need two incomes now; fewer teens entering the workplace means more job opportunities; having fewer children increases work availability; better daycare; more men are willing to care for the home; more employers believe women can do the job.**

COMPETENCY XI: Understanding the Continuous Changes in Male/Female Roles

2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Title: Courses by Gender

Summary: Students identify courses at their own school which are mostly one gender, then discuss why such bias exists.

Handouts: School Courses (83)

Pre-Post Question: What classes at this school are mostly one gender, and why? Would I ever take such a class?

Special Materials Needed: Your high school course guide

Procedure:

1. NOTE: Because most mostly-male and mostly-female courses are in the vocational department, you may want to involve vocational department personnel in this exercise.
2. Divide class into small groups. Distribute your local high school course guide, if available. If not, the School Courses handout will suffice.
3. Have small groups try to designate which courses might be mostly male or mostly female. Have them brainstorm reasons why the courses are that way. NOTE: If possible, research this yourself ahead of time to be able to confirm student work.
4. Have small groups share. Discuss gender stereotyping issues, at your school and in society. Have class brainstorm ways to reduce gender stereotyping at your school -- how to ensure that students interested in those classes may take them in comfort, without regard to gender.
5. Ask students to share personal situations -- those who have been in a gender minority in a class at your school, or those who didn't take a class because of gender issues.
6. NOTE: In the activity for Indicator 5 of this Competency, students review a checklist of careers, identifying gender stereotyping in occupational settings.

COMPETENCY XI: Understanding the Continuous Changes in Male/Female Roles

3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Title: Susan In The Shop

Summary: Students provide solutions to a hypothetical story of discrimination and harassment.

Handouts: None

Pre-Post Question: How would I handle gender bias?

Special Materials Needed: None

Procedure:

1. Present the following vignette:

Susan is a sophomore. She has decided to study auto mechanics. Susan is the only young woman in her shop class. She notices that most of the young men will not sit near her during class, and when the first project is assigned, none of them will work with her. She is the only one who has to work alone.

2. Ask the class: What could Susan do? Brainstorm a list on the board: She could talk: To her best friend, the teacher, her guidance counselor, the principal, the students in her auto shop class, students in other non-traditional classes, her parents. She could ignore the incident. She could file an official complaint or take legal action. She could write a letter to the harasser(s). She could drop the shop class. (You may come up with others.) Discuss the alternatives and solicit opinions.

3. Divide the class into groups. Continue the story:

Susan begins work on her project alone. During the week, her project is sabotaged and her tool box hidden. She is unable to finish on time and is likely to get a poor grade.

4. Ask the groups to brainstorm which of the alternatives listed on the board she should now pursue. Each group must come up with a consensus answer. Have groups share. Continue:

Some of the young men begin pinching and patting Susan as they walk by. Her clothes are splashed with grease on purpose. Finally, Susan is locked in the changing room with one of the young men in the class. She gets frightened and screams. Then somebody unlocks the door and runs away.

5. Now which of the alternatives should she pursue. Each group must come up with a consensus answer. Have groups share.

6. Discuss ways of dealing with stereotyping, bias, discrimination and harassment. You may want to do the Labeling activity listed under Middle School Competency II, Indicator 7.

COMPETENCY XI: Understanding the Continuous Changes in Male/Female Roles

4. Identify courses appropriate to tentative occupational choices.

Title: Academic, Vocational and Me

Summary: Students complete handouts linking careers-to-skills-to-their-skills-to-school-courses.

Handouts: Workplace Basics: A checklist (84)
Skills Checklist (82 A-D)
My Skill Record (76)
School Courses (83)

Pre-Post Question: How do courses at this school match my tentative career goals?

Special Materials Needed: Your local course guide

Procedure:

1. This activity also is for Competency VII, Indicator 2.
2. First have students complete the activities for Competency IV, Indicators 1 and 5. For Indicator 1, they completed My Skill Record, which lists 24 skills the student has, provides a score for the level of skill, and identifies it as academic, vocational, both or neither. For Indicator V, they listed two careers on the Skills Checklist, identified the skills needed in each, and recorded their score for that skill.
3. On a separate sheet of paper, have students list all the skills which were circled on the Skills Checklist, indicating they are needed for both careers listed. Students definitely should be acquiring those skills.
4. Have students draw three columns on their paper.
5. Divide students into small groups so they can ask questions and confirm the following judgments.
6. In column 1, they record whether the skill is academic, vocational, both or neither. Within the group, most or all of the skills will already have been designated.
7. In Column 2, they identify their score in this skill. That score may already appear on My Skill Record, but may not if it was not one of the 24 selected for My Skill Record handout.
8. In column 3, they identify a course or courses at your school where they can acquire this skill. Use your course guide or the School Courses handout.
9. Have students share information, adding courses to their lists as they hear suggestions from others. Emphasize course selection without regard to gender makeup.
10. NOTE: If students have a four-year plan, they can compare the courses listed in this activity with the courses they have taken and plan to take.

COMPETENCY XI: Understanding the Continuous Changes in Male/Female Roles

5. Describe the advantages and problems of non-traditional occupations.

Title: Non-Traditional Careers

Summary: Students designate traditional gender roles, discuss changes, discuss advantages and problems of non-traditional careers, and select a possible non-traditional career for themselves.

Handouts: Female/Male Job Checklist (68)

Pre-Post Question: Why should I consider a non-traditional career?

Special Materials Needed: None

Procedure:

1. Distribute Female/Male Job Checklist handout. Have each student check in the appropriate column (F or M) all the careers that have traditionally been mostly male or mostly female. Leave blank any that the student cannot designate.
2. Go through the list, with the class discussing the designations, citing evidence. Discuss how some are changing.
3. Divide class into groups and provide each group with a blank handout. Have each group designate the careers which they believe should stay mostly female or mostly male.
4. Have small groups share choices (if any). Discuss the advantages and problems of entering a non-traditional occupation.

ADVANTAGES	DISADVANTAGES
Recognition/Fame	Recognition/Infamy
May have hiring advantage	Co-workers may be hostile
May be promoted faster	May have to break new ground
May get special treatment	May get special treatment

5. Have students go through their original list and select at least one non-traditional career that they might consider entering.
6. Have each student share with class, telling why they selected their non-traditional career and what they see as the advantages and disadvantages of entering that occupation.

COMPETENCY XII: Skills in Career Planning

1. Describe career plans that reflect the importance of lifelong learning.

Title: Lifelong Learning

Summary: Students examine their own Life Span Chart, and see where learning fits in.

Handouts: Life Span Chart (90)
Joe Schmoe (95)

Pre-Post Question: How does lifelong learning fit into career patterns and plans?

Special Materials Needed: None

Procedure:

1. NOTE: Have students first complete the activities for: Competency X, Indicator 6, in which they anonymously describe career patterns of their parents and discuss the effect of those patterns; Competency III, Indicator 1, in which they chart life changes on a Life Span timeline; and Competency VI, Indicator 8, in which they follow Joe Schmoe, a dolt who doesn't know the value of lifelong training.
2. Discuss what Joe Schmoe didn't know. Ask which of the parent patterns reflect a knowledge of the importance of lifelong learning. Which do not?
3. Divide students into groups. Distribute to students the Life Span charts previously completed. Have them augment some of the generic information on the chart with specific training and career information. Example: Where they previously listed "full-time education complete," they now list, "Graduate from community college." Where they previously listed career change, they now list, "Quit as paralegal to go back to school to become a lawyer."
4. Have students share in groups, with each individual describing each item on the Life Span Chart, and group discussing the type of learning that may be required at each step. NOTE: Emphasize learning as much broader than formal education — parenting classes, for instance.
5. Solicit individuals to share with class, discussing the Life Span charts as they relate to lifelong learning.

COMPETENCY XII: Skills in Career Planning

2. Demonstrate knowledge of post-secondary vocational and academic programs.

Title: Job Training After High School

Summary: Students create a chart analyzing different post-high school options.

Handouts: Job Training After High School (81 A-B)

Pre-Post Question: What are the advantages and disadvantages of various post-high school training options?

Special Materials Needed: Local information preferred

Procedure:

1. Distribute Job Training After High School and lead a discussion of the advantages and disadvantages of each.
2. Distribute the blank Training Comparisons chart. Discuss the four factors listed.
3. Divide class into small groups and have them brainstorm comparative levels for the various types of training.
4. Have small groups share with class. Create a master chart to be posted. NOTE: This chart will include judgments based on opinions and local factors. An example is provided below but no master with answers is provided because some of your answers may differ.

POST-HIGH SCHOOL TRAINING COMPARISONS

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School	None	None	Shallow	Low
Public Vocational	Short	Low	Medium	Low
Private Vocational	Short	High	Shallow	Low
Community College	Medium	Low	Medium	Medium
Public Colleges	Long	Medium	Deep	High
Private Colleges	Long	High	Deep	High
Graduate Schools	Med./Long	High	Deep	High
Apprenticeships	Long	Get Pay	Deep	Low
Military	Long	Get Pay	Shallow	Low

COMPETENCY XII: Skills in Career Planning

3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Title: Joe Schmoe

Summary: Students complete a humorous handout which emphasizes the need for lifelong learning, then discuss trends.

Handouts: The Working Life of Joe Schmoe (95 A-B)
The Changing Workplace (108)

Pre-Post Question: What are current employment trends and how does that affect educational requirements?

Special Materials Needed: None

Procedure:

1. This activity also is for Competency VI, Indicator 8.

2. Divide class into small teams, each with a recorder.

3. Distribute handout, with one for each person and an extra for each recorder.

4. Read the story aloud. Stop at the end of each sentence which has fill-in-the-blanks. Each group privately selects an answer, which is only written on the recorder's extra copy.

5. Go back through the story, stopping at each fill-in-the-blank. Ask for and confirm correct answers. Have each individual fill out their handout with correct answers.

JOE SCHMOE ANSWERS:

1. 12,000
2. Restaurant Worker (and others)
3. 4 percent (some sources say higher)
4. $10,920
5. $10,895
6. $25
7. Electronics Technician (and others)
8. $1,300
9. 3
10. 12
11. 68
12. Ability/willingness to learn
13. "You're fired!"

6. Ask what was the point of the story. Obviously, the continued need for education. What are some of the reasons identified in the story? Answers: High school education qualifies one for fewer careers than previously; high school education provides few job opportunities to make a living wage; technology is changing jobs; employers are expecting workers to retrain.

7. Now pass out The Changing Workplace and discuss on-going trends. What does each mean in terms of education and training? Here are some examples, with the trend number in parentheses: Self-employment (6) requires management and administrative training. The global economy (7) puts a premium on foreign language. Knowledge-intensive (10) requires a broader background and more critical thinking; service (12) requires more people skills. All require more transferable skills, and that means more education.

COMPETENCY XII: Skills in Career Planning

4. Describe school and community resources to explore educational and occupational choices.

Title: Career Resources and Placement Services in my School and Community

Summary: Students compile a master list of resources.

Handouts: Career Share (112)
Finding Employment (79)
Career Interview (98 A-D)

Pre-Post Question: What career and placement resources are available to me?

Special Materials Needed: Phone books, use of telephone

Procedure:

1. NOTE: Meeting this Indicator requires local research.
2. Complete the activities described in Competency VI, Indicators 2 and 6, and Competency VII, Indicator 8. In those activities, students compile three directories: career resources, individuals in selected careers (Career Share), and placement services.
3. **Have each student contact one resource to find specific information to share with the class. For Career Share individuals, students can conduct an interview using the Career Interview handout. For educational resources, students may use a catalog or contact a source to provide specific information such as: tuition, other costs, dates, types of training offered, requirements to qualify, financial aid, etc.**
4. **Have each student report to the class on the resource researched.**

COMPETENCY XII: Skills in Career Planning
5. Describe the costs and benefits of self-employment.

Title: Entrepreneurs

Summary: Students do a self-assessment of skills and personality traits needed to be self-employed.

Handouts: Starting Your Own Business (118 A-D)

Pre-Post Question: What does it take to start a business?

Special Materials Needed: None

Procedure:

1. NOTE: First have students complete the activity for Competency VI, Indicator 5 (My Own Business), in which students discuss advantages and disadvantages of self-employment, select a possible self-employment opportunity and see if they have skills needed for that career.
2. Distribute Starting Your Own Business handout and have students complete the checklist. It could be scored as follows to provide a score on a 100-point scale:
   11 points for each first sentence (99 possible)
   6 points for each second sentence
   1 point for each third sentence.
3. **Now have students share some of the businesses they identified on the Skills Checklist in the My Own Business Activity. Group those businesses according to the categories on handout 118-D — Where Do You Get Your Business Idea. Help students generate additional possibilities.**
4. **Divide the class into groups. Have each student select a business — they can keep the one they chose before or switch — and write the name of it on 118-B next to the question, "What Skills Will I Need as an Entrepreneur?"**
5. **Have students identify the business chosen to other group members.**
6. **Have groups go through the skills one at a time, with students alternating reading them out loud. For each skill, group helps each student decide how crucial that skill is to the business selected. Put an "A" if the skill would be required at a high level, a "B" if it would be required at a medium level, and a "C" if it would be required at a low level.**
7. **Have students compare the "A" skills with the ones they previously identified on the Skills Checklist. Have students put another A — (AA) — next to any skill found in both places.**
8. **Solicit volunteers to share with class.**
9. **Note all the skills required to run a business in addition to the skills specific to the business itself.**
10. **Go back through the checklist and evaluate each question as a cost or benefit. Examine time, money, stress, etc.**

COMPETENCY XII: Skills in Career Planning

6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

Title: Occupational Experience

Summary: Students identify on a skills list all the skills they have developed through occupational experiences.

Handouts: Skills Checklist (82 A-D)
My Skill Record (76)

Pre-Post Question: What skills have I learned through volunteer experiences, part-time employment and cooperative education programs?

Special Materials Needed: None

Procedure:

1. Distribute Skills Checklist.
2. Have students identify three occupational experiences — volunteer, part-time (or full-time) employment, or cooperative education — and write those titles above the three blank columns.
3. Divide class into groups. Have students share their three experiences. Have groups go through the Skills Checklist, with group members helping each student identify any skill which they used for each of the experiences. Have students place checkmarks in the appropriate columns.
4. Have students go back through and circle any skill which has two or more checkmarks.
5. Distribute My Skill Record. Have students write in the names of any skills which had three checkmarks, followed by any which had two checkmarks. The handout does not have to be filled.
6. Have students rate those skills according to the handout. They may produce a numerical score with a 1 for Observed, 2 for Practiced and 3 for Acquired (total of 6 possible for any skill).
7. Have students share their skills record in small groups.

COMPETENCY XII: Skills in Career Planning

7. Demonstrate skills necessary to compare education and job opportunities.

Title: Educational Planning

Summary: Participants review training choices for specific careers and select the most appropriate pathway.

Handouts: Career Training (115 A-N)
Post-High School Training Comparisons (81-B)

Pre-Post Question: What training/work pathway will be best for me to achieve my career goals?

Special Materials Needed: None

Procedure:

1. NOTE: Have students first complete activity for Indicator 2 of this Competency, Job Training After High School.
2. Have students identify a career choice.
3. Divide students into small groups. Distribute one set of Career Training to each group and have groups help each student identify all the ways career training could be obtained.
4. Distribute Post-High School Training Comparisons, which already has been completed, and also a blank of this form. Have students copy from the completed form only the lines which could apply to the career they have selected, based on what they found in their review of Career Training and with help from the group.
5. At the bottom of the form, under the last line, have students identify their preferences for time spent, cost, depth of training, and flexibility of training.
6. Have students compare options and identify the one which fits them best. This may include delaying education to pursue immediate job opportunities.
7. Have students share with their groups.

COMPETENCY XII: Skills in Career Planning

8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Title: 10 Years From Now/Senior Exit Survey

Summary: Students set a goal for 10 years from now, then work back to the present. They also complete an "exit survey" listing specific post-high school plans.

Handouts: Senior Exit Survey (120)

Pre-Post Question: What am I doing immediately after high school, and what do I plan to do during the next 10 years?

Special Materials Needed: None

Procedure:

1. Ask students to identify a long-range goal -- what they want most 10 years from now. The goal must be legal (no "drug lords") and legally achievable (they can't be president 10 years from now because the minimum age is 35). Otherwise allow them to set any goal they wish — including "housewife with 10 kids," "make a million dollars a year," and other goals which might not be seen as "career goals." Have each student write "10 Years From Now I will ..." on the top of a piece of paper and list the goal.
2. Divide class into groups. Have each student work backwards from 10 years hence, writing one sentence to describe each year, i.e., "9 years from now I will...," "8 years from now I will," "7 years from now I will," etc., until they get back to "1 year from now I will..." and then "This year I will..."
3. Have each student share with their group, with the group challenging any description which seems inconsistent. For instance, if student lists, "10 years from now I will be a world-famous criminal lawyer," that student better be going to law school and college during the countdown to the present.
4. Have some students share with the entire class.
5. Distribute Senior Exit Survey and have students complete it to show their immediate plans. Note that most students will only complete one of the first four questions. Some students may plan to work and go to school, in which case they might complete two of the four questions.
6. Have each student share their plans with the class.
7. The last two questions can be extremely valuable for schools doing self-evaluation.

Adult

Career Competencies and Indicators

Self-Knowledge

I:	Skills to maintain a positive self-concept	Ivory
II:	Skills to maintain effective behaviors	Orchid
III:	Understanding developmental changes and transitions	Salmon

Educational and Occupational Exploration

IV:	Skills to enter and participate in education and training	Canary
V:	Skills to participate in work and life-long learning	Green
VI:	Skills to locate, evaluate and interpret information	Gray
VII:	Skills to prepare to seek, obtain, maintain, and change jobs	Gold
VIII:	Understanding how the needs and functions of society influence the nature and structure of work	Blue

Career Planning

IX:	Skills to make decisions	Buff
X:	Understanding the impact of work on individual and family life	Pink
XI:	Understanding the continuing changes in male/female roles	Green Tint
XII:	Skills to make career transitions	Tan

ADULT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.

1. Demonstrate a positive self-concept.
2. Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
3. Identify achievements related to work, learning, and leisure and their influence on self perception.
4. Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

1. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
2. Identify symptoms of stress.
3. Demonstrate skills to overcome self-defeating behaviors.
4. Demonstrate skills in identifying support and networking arrangements (including role models).
5. Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

1. Describe how personal motivations and aspirations may change over time.
2. Describe physical changes that occur with age and adapt work performance to accommodate these.
3. Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

1. Describe short and long-range plans to achieve career goals through appropriate educational paths.
2. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
3. Describe community resources to support education and training (e.g., child care, public transportation, public health services, welfare benefits).
4. Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

1. Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
2. Describe how educational achievements and life experiences relate to occupational opportunities.
3. Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret information.

1. Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
2. Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
3. Describe the uses and limitations of occupational outlook information.
4. Identify the diverse job opportunities available to an individual with a given set of occupational skills.
5. Identify opportunities available through self-employment.
6. Identify factors that contribute to misinformation about occupations.
7. Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Identify specific employment situations that match desired career objectives.
2. Demonstrate skills to identify job openings.
3. Demonstrate skills to establish a job search network through colleagues, friends, and family.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
6. Demonstrate effective work attitudes and behaviors.
7. Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
8. Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
9. Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
10. Identify skills that are transferable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

1. Describe the importance of work as it affects values and life style.
2. Describe how society's needs and functions affect occupational supply and demand.
3. Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
4. Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal criteria for making decisions about education, training, and career goals.
2. Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
3. Describe the effects of education, work, and family decisions on individual career decisions.
4. Identify personal and environmental conditions that affect decision-making.
5. Demonstrate effective career decision making skills
6. Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

1. Describe how family and leisure functions affect occupational roles and decisions.
2. Determine effects of individual and family developmental stages on one's career.
3. Describe how work, family, and leisure activities interrelate.
4. Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

1. Describe recent changes in gender norms and attitudes.
2. Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
3. Identify disadvantages of stereotyping occupations.
4. Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

1. Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
2. Describe strategies to use during transitions (e.g., networks, stress management).
3. Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
4. Describe the skills and knowledge needed for pre-retirement planning.
5. Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

ADULTS

Competencies and Indicators

SELF-KNOWLEDGE

COMPETENCY I: Skills to Maintain a Positive Self-Concept

1. Demonstrate a positive self-concept.

Title: Me Poem

Summary: Participants write a detailed poem that discusses behavior and self-concept.

Handouts: Me Poem (30)

Pre-Post Question: What do I think of myself?

Special Materials Needed: None

Procedure:

1. NOTE: This activity will work best if you, the instructor, are an example. Therefore, complete a poem about yourself and be willing to share it.
2. Distribute the Me Poem handout and a copy of a poem you have written about yourself. Review the instructions and each line you wrote.
3. Tell participants they will be encouraged to share poems but do not have to. Most of all they should be honest with themselves.
4. When poems are completed, ask for volunteers to share poems and discuss how they feel and how their behaviors may change based on what they wrote. Volunteer how your self-concept affects your behavior. Ask questions such as, "How does a shy and insecure person act around strangers?" "How does a confident and outgoing person act?"

COMPETENCY I: Skills to Maintain a Positive Self-Concept

2. Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Title: Knowing Myself

Summary: Participants complete a two-page questionnaire tying hobbies, interests, abilities, influences, beliefs, aptitudes and experiences to career choice.

Handouts: Self-Knowledge Worksheet (69 A-B)

Pre-Post Question: How does my life connect with possible career choices?

Special Materials Needed: None

Procedure:

1. Divide group into small groups. Distribute handout. Have groups go section by section, stopping to share before answering the last question (the career question) in each section. For example, the first section asks for a hobby or interest, then asks what you actually do in that hobby or interest. Then the questionnaire asks: "What career might this interest develop into?" Instead of trying to answer individually, have the group members share at this point so others can help with the career possibilities.
2. Have groups continue through sections in this manner.
3. Have entire group go through sheets; ask volunteers to share answers. Have group help anyone who had trouble listing careers.
4. Goal is for everyone in group to have every line completed.
5. NOTE: In the last section (Financial), there are a couple of questions that relate to high school; skip them and answer the final question instead.

COMPETENCY I: Skills to Maintain a Positive Self-Concept

3. Identify achievements related to work, learning, and leisure and their influence on self-perception.

Title: My Achievements and Me

Summary: Participants share personal achievements, then tie achievements to skills.

Handouts: Skills Checklist (82 A-D)

Pre-Post Question: What have I achieved, how do I feel about my achievements, and what skills have those achievements taught me?

Special Materials Needed: None

Procedure:

1. Divide participants into groups. Have each person list on a piece of paper their work experience, educational background and leisure activities (almost as if they are working up a resume).
2. Have each person share one of the three items with others in the group, and tell how that achievement influenced their view of self.
3. Distribute Skills Checklist. At the top of the first blank column, participants write the name of one career they have had. In column two, they list their highest level of education achieved. In column three, they list the leisure activity they do best.
4. Have groups go through each skill together, helping group members identify whether they used or learned that skill as part of the career, education or leisure activity listed. Have participants check all that apply.
5. Have participants share with the group any skill with two or more checkmarks.
6. Seek volunteers to share with the full group how they feel about becoming more aware of all the skills they possess.

COMPETENCY I: Skills to Maintain a Positive Self-Concept
4. Demonstrate a realistic understanding of self.

Title: Strengths and Weaknesses

Summary: Participants list strengths and weaknesses, share one of each and receive suggestions of how to use the strength and how to improve the weakness.

Handouts: Me Poem (30)
Skills Checklist (82 A-D)
Self-Knowledge Worksheet (69 A-B)

Pre-Post Question: What are my strengths and weaknesses? How can my strengths be utilized, and my weaknesses improved?

Special Materials Needed: None

Procedure:

1. Have participants complete the three prior Indicators for this Competency. Have them collect those worksheets.
2. Divide participants into groups. Have them take a piece of paper and fold it in half both vertically and horizontally so there are four sections. In the upper left section they write "My greatest strengths are..." and list at least three. In the lower left section they write "My greatest weaknesses are..." and list at least three. They will find many possibilities on the handouts previously completed.
3. Have each participant share one strength. Group brainstorms how that strength could be utilized. Individuals write suggestions about strength in upper right box.
4. Each participant now shares one weakness. Group brainstorms how it could be improved. Individual writes suggestions in lower right box.
5. Discuss with full group the value of a realistic understanding of self and the danger of an unrealistic understanding. Solicit examples from participants.

SELF-KNOWLEDGE

COMPETENCY II: Skills to Maintain Effective Behaviors

1. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.

Title: Feelings Bingo

Summary: Participants play a bingo game with words describing feelings, then explain why they feel that way.

Handouts: Bingo Card (16)

Special Materials Needed: Bingo markers (not mandatory)

Pre-Post Question: How am I feeling right now? How would I express that feeling in this group?

Procedure:

1. Distribute Bingo Cards and markers (if available).
2. Each participant chooses 16 of the words listed, choosing words that they believe describe them that day. They write one word in each box.
3. Caller calls out feeling names at random. Participants use markers or circle each word on card.
4. Participant with four boxes in a row calls out "That's Me" and must then tell the four words and explain why those words apply. Continue playing until all have gotten Bingo and share.

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SELF-KNOWLEDGE

COMPETENCY II: Skills to Maintain Effective Behaviors
2. Identify symptoms of stress.

Title: Stress & Me

Summary: Participants gain insight about what causes them stress, how that stress is manifested, and how to cope.

Handouts: Dear Me (38 A-B)

Pre-Post Question: What causes me stress? How does my stress show? How can I cope?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Discuss stress as a normal part of life; ask for examples of situations that cause stress for group members.
2. Distribute Dear Me handout. Have participants fill out the first page only. Ask for volunteers to share their sentences.
3. Discuss symptoms of stress, the Body Reactions chart and the effect on health.
4. Have participants complete the second page of Dear Me. Discuss positive ways of coping with stress. Brainstorm a list on the board or flip chart. Here are some examples:

Exercise
Take a break
Play with a pet
Draw
Write in a diary
Do a hobby
Play a sport
Ask for help
Close my eyes
Go outdoors

Take a walk
Talk to a friend
Sleep
Meditate
Concentrate harder
Punch a punching bag
Breathe deeply
Listen to music
Read
Get by myself and yell

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COMPETENCY II: Skills to Maintain Effective Behaviors

3. Demonstrate skills to overcome self-defeating behaviors.

Title: Assertive Behavior

Summary: Participants learn about assertive behavior and practice it in role-playing situations.

Handouts: Chart: Aggressive, Passive, Assertive Behavior (1[illegible]
Assertiveness Inventory (110-B)

Pre-Post Question: How do I respond in an awkward situation?

Special Materials Needed: None

Procedure:

1. Distribute Chart handout and discuss the three types of behavior and the feelings they produce.
2. Distribute Assertiveness Inventory. Have participants review each situation, writing in both a word and number to gauge discomfort as follows:

1 — None
2 — Little
3 — Some
4 — High
5 — Extreme

3. Have participants circle all the 5's to show si[illegible] most stressful to them.
4. Next have participants score their "Response Probab[illegible] writing in a word and number as follows:

1 — ALWAYS would do it
2 — USUALLY would do it
3 — MAYBE (Would do it about half the time)
4 — RARELY would do i[illegible]
5 — NEVER would do it[illegible]

5. Have them tabulate total of Response column:

20-40 — Very Assertive
41-60 — Somewhat Assertive
61-Up — Not Assertive

6. Now divide group into small groups (four preferred). Assign each group one of the situations on the inventory. Give them several minutes to prepare a role-play. They must act the situation out three times — one participant acts aggressively, one passively, and one assertively. The fourth participant is the recipient of all this behavior.
7. Conduct the role-plays. Discuss them. Discuss the value of assertive behavior.

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COMPETENCY II: Skills to Maintain Effective Behaviors
4. Demonstrate skills in identifying support and networking arrangements (including role models).

Title: Networking

Summary: Participants begin developing a network of career development resources, and select a role model for a possible informational interview.

Handouts: Finding Employment (79-A)
Occupational Clusters (42-A)
Career Interview (98 A-D)

Pre-Post Question: Who in my local community could help me develop my career?

Special Materials Needed: None

Procedure:

1. Distribute Finding Employment and discuss ways of finding jobs and careers. Emphasize the value of networking.

2. Distribute first page of Occupational Clusters handout (42-A). Have them cross out the title and replace it with Career Development Network. They are going to list in the circles people who are career resources — as many as they can -- including relatives, friends, neighbors, co-workers, supervisors, business acquaintances, local people they look up to, local people they would like to meet, business officials, government officials, community leaders, employment professionals.

3. Have them select one person from the handout, a person they consider to be a role model. Have them write a sentence: "_______________ is a role model to me because. . ."

4. Divide participants into small groups. Have them [illegible] their sentences.

5. Distribute the Career Interview handout. Suggest that participants contact their identified role model and conduct an informational interview, completing the Career Interview handout.

6. OPTION: If you can meet again two weeks later, share results of the informational interviews.

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COMPETENCY II: Skills to Maintain Effective Behaviors
5. Demonstrate skills to manage financial resources.

Title: Managing Money

Summary: Participants complete a worksheet about lifestyle [illegible] costs, then figure their monthly income and expe[illegible]

Handouts: Lifestyle Worksheet (93-A)
10 Years From Now Fantasy (93 B-C)

Pre-Post Question: How does my income fit my expenses?

Special Materials Needed: None

Procedure:

1. NOTE: While these worksheets are written in terms of the future (for students), have adult participants fill them out with current figures.
2. Have participants complete Lifestyle Worksheet.
3. Have participants complete 10 Years From Now Worksheet (with current figures).
4. Have participants share results. How could they better manage financial resources? Discuss management of financial resources based on career goals.

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COMPETENCY III: **Understanding Developmental Changes and Transitions**

1. Describe how personal motivations and aspirations may change over time.

Title: My Life Span -- Motivations and Aspirations

Summary: Participants create a timeline of significant growth and changes, then evaluate them based on personal motivations and aspirations.

Handouts: Life Span Chart (90)

Pre-Post Question: How do my motivations and aspirations change?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Discuss life stages, changes and rites of passage: Have participants brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, body growth complete, full-time education complete, full-time work begins, marriage, children, career advancement, divorce, career change(s), children leave home, retirement, old age, death.

2. Give participants Life Span Chart handout. Discuss the "average woman" described on the chart.
3. Have participants fill in their own Life Span Chart to the current time, with the items written above the line. Have them draw a vertical line intersecting the timeline at their current age.
4. Have participants imagine their future, creating the rest of their Life Span Chart, utilizing whichever items they deem appropriate. Again, have them write the items above the line.
5. Now have participants go back through the changes, adding motivations and/or aspirations at each life span change. These are written below the line. Have them draw an arrow pointing up if the change in motivation or aspiration caused the life change, and an arrow pointing down if the life change caused the change in motivation or aspiration. Some may be undetermined (no arrow).
6. Have participants share in small groups how their motivations and aspirations changed with their life changes.

COMPETENCY III: Understanding Developmental Changes and Transitions

2. Describe physical changes that occur with age, and adapt work performance to accommodate these.

Title: My Life Span -- Physical

Summary: Participants create a life changes timeline and discuss the effects of physical changes.

Handouts: Life Span Chart (90)

Pre-Post Question: How do physical changes and aging affect work performance?

Special Materials Needed: None

Procedure:

1. NOTE: Have participants first complete the activity for the previous Indicator.

2. Divide group into small groups. Have them take turns reviewing the physical changes on their Life Span charts, sharing how those physical changes have actually affected their work performance, or could affect it in the future.

COMPETENCY III: **Understanding Developmental Changes and Transitions**

3. Identify external events (e.g., job loss, job transfer) that require life changes.

Title: My Life Span -- Environmental

Summary: Participants create a life changes timeline and discuss the effect of environment (external events).

Handouts: Life Span Chart (90)

Pre-Post Question: What external events and environmental factors cause life changes?

Special Materials Needed: None

Procedure:

1. Have participants first complete the activity for Indicator 1 of this Competency.

2. Divide group into small groups. Have each participant describe to the subgroup the external events (career related or otherwise) which have changed their lives. Have them tell how their lives were changed, and how they coped. External events are all items on their chart other than physical and developmental changes, including: school begins, change schools, first love, first job, high school graduation, full-time education complete, full-time work begins, marriage, children, career advancement, divorce, career change(s), children leave home, retirement.

COMPETENCY IV: Skills to Enter and Participate in Education and Training

1. Describe short and long-range plans to achieve career goals through appropriate educational paths.

Title: Educational Planning

Summary: Participants review training choices for specific careers and select the most appropriate pathway.

Handouts: Career Training (115 A-N)
Post-High School Training Comparisons (81-B)

Pre-Post Question: What training will be best for me to achieve my career goals?

Special Materials Needed: None

Procedure:

1. NOTE: To complete this activity, participants must already have a career goal in mind. Participants also should first complete the activity for the next Indicator (Job Training).
2. Have participants identify a career choice.
3. Divide participants into small groups. Distribute one set of Career Training to each group and have groups help each participant identify all the ways that training could be obtained.
4. Distribute Post-High School Training Comparisons, (completed for the activity for the next Indicator), and also a blank of this form. Have participants copy from the completed form only the lines which could apply to the career they have selected, based on what they found in their review of Career Training and with help from the group.
5. At the bottom of the form, under the last line, have participants identify their preferences for time spent, cost, depth of training, and flexibility of training.
6. Have participants compare options and identify the one which fits them best.
7. Have participants share with their groups an educational plan of action to achieve their career goals.

COMPETENCY IV: Skills to Enter and Participate in Education and Training

2. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).

Title: Job Training After High School

Summary: Participants create a chart analyzing different post-high school options.

Handouts: Job Training After High School (81 A-B)

Pre-Post Question: What are the advantages and disadvantages of various post-high school training options?

Special Materials Needed: Local information preferred

Procedure:

1. Distribute Job Training After High School and lead a discussion of the advantages and disadvantages of each.
2. Distribute the blank Training Comparisons chart. Discuss the four factors listed.
3. Divide group into small groups and have them brainstorm comparative levels for the various types of training.
4. Have small groups share with full group. Create a master chart to be posted. NOTE: This chart will include judgments based on opinions and local factors. An example is provided below but some of your answers may differ.

POST-HIGH SCHOOL TRAINING COMPARISONS

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School	None	None	Shallow	Low
Public Vocational	Short	Low	Medium	Low
Private Vocational	Short	High	Shallow	Low
Community College	Medium	Low	Medium	Medium
Public Colleges	Long	Medium	Deep	High
Private Colleges	Long	High	Deep	High
Graduate Schools	Med./Long	High	Deep	High
Apprenticeships	Long	Get Pay	Deep	Low
Military	Long	Get Pay	Shallow	Low

COMPETENCY IV: Skills to Enter and Participate in Education and Training

3. Describe community resources to support education and training (e.g., child care, public transportation, public health services, welfare benefits).

Title: Educational Support Services Directory

Summary: Participants compile a directory of educational support services.

Handouts: Occupational Clusters (42-A)

Pre-Post Question: What educational support services are available to me?

Special Materials Needed: Phone books, access to phones

Procedure:

1. NOTE: This activity requires local research.

2. Have participants first complete the activity for Competency II, Indicator 4, in which each person puts together a career development network.

3. Have the full group work together, using their career development network handouts. Use the group's knowledge, augmented by the telephone book and local brochures and information, to compile a list of possible educational support services. Include child care, public transportation, public health services, welfare benefits, remedial classes, counseling, financial aid. NOTE: The state Department of Social and Health Services licenses daycare homes and will have a list.

4. Have participants actually call the support services and find out:

Name of agency
Address
Phone number
Hours open
Type of services offered
Qualifications required of clientele (age, income, etc.)
Fee required

5. Have participants compile a list of placement services which can be shared.

COMPETENCY IV: Skills to Enter and Participate in Education and Training

4. Identify strategies to overcome personal barriers to education and training.

Title: Barriers to Education

Summary: Participants complete a handout on which they list personal barriers and develop a plan of action to increase educational skills.

Handouts: Me In School (73)

Pre-Post Question: What personal barriers do I have to education, and how can I overcome them?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Discuss personal barriers to education and training. Solicit volunteers to share the barriers they faced.
2. Brainstorm a list of school/training subjects which participants are taking, recently took or plan or hope to take. Write the list on the board or flip chart.
3. Divide group into small groups. Distribute Me In School handout. Have participants list all the school/training subjects they plan or hope to take, followed by the ones they took most recently. Have them complete chart as appropriate.
4. Have participants share in groups. Group is responsible for helping each participant develop a Plan Of Action and answer the questions on the bottom of the handout.

COMPETENCY V: Skills to Participate in Work and Life-long Learning

1. Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).

Title: Following Directions (withhold title from participants)

Summary: Participants do exercise which may trick them into not following directions. They then discuss study skills.

Handouts: Quiz (4)
The Closed Mind (58 A-B)

Pre-Post Question: What are some of the most important study skills?

Special Materials Needed: None

Procedure:

1. Do not tell participants the name of the activity. Pass out the exercise and emphasize that no participant is to share information about this exercise.
2. Observe how many participants actually follow the directions to "Read everything completely before doing anything." When some participants who followed directions are finished with the exercise, ask how many are still working. See if that question inspires others to follow the directions more closely.
3. When some participants have completed the paper, stop the group. Let one participant explain how they finished so quickly. Lead a discussion about following directions.
4. Seek six volunteers to read the statement "I Don't Care What You Think" shown on The Closed Mind handout. Have them read the statements to the group quickly. Then go back and have each read their statement, stopping after each and asking the group the difference in meaning. Discuss how inflection changes the meaning of words.
5. Discuss listening as a skill. Distribute the Closed-Minded Ear handout and discuss the 10 reasons we fail to communicate.
6. Discuss other learning habits and skills. Have participants brainstorm a list of study and test-taking strategies.

Study examples: Read in segments, use a highlighter, make a fact list, discuss subject with a friend, draw a picture of what you learned, make up questions and try to answer them, relate information to your own life.

Test examples: Be well-rested; breathe deeply; take your time; answer the questions you know first, then go back; when unsure, eliminate wrong choices first; write answers in "your own words."

COMPETENCY V: Skills to Participate in Work and Life-long Learning

2. Describe how educational achievements and life experiences relate to occupational opportunities.

Title: Occupational Opportunities

Summary: Participants review their career changes and the effect of educational achievement and life experience on those career changes.

Handouts: Life Span Chart (90)

Pre-Post Question: How do occupational opportunities arise? What has led to the career advancements in my life?

Special Materials Needed: None

Procedure:

1. NOTE: Have participants first complete Life Span activity described in Competency III, Indicator 1.
2. Solicit volunteers to identify promotions and other "positive" occupational changes. Have them identify the reason for the advancement -- educational achievement, life experience or a combination of the two.
3. Divide group into small groups. Have each participant review all occupational changes listed on their Life Span chart -- both actual and projected. (The Life Span chart looks into the future.) Have them label each change with an "E" if it did or will take educational achievement, an "L" if it did or will take life experience, and an "EL" if it did or will take both.
4. Have participants share in small groups.
5. Discuss how positive occupational changes occur.

COMPETENCY V: Skills to Participate in Work and Life-long Learning

3. Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Title: Financial Aid

Summary: Participants review basic financial aid options, and compile a directory of education resources.

Handouts: Money for School (117 A-C)

Pre-Post Question: How can I get help to pay for training?

Special Materials Needed: Local scholarship information

Procedure:

1. NOTE: Have participants first complete the activity for Competency IV, Indicator 3, in which they compile an educational resources directory.
2. NOTE: This activity merely scratches the surface of available resources. Paying for College, a free booklet which is updated annually, can be obtained from the Washington Student Loan Guaranty Association, 1-800-562-3001.
3. NOTE: Many communities have local scholarship programs. Does yours?
4. NOTE: Financial Aid information changes yearly. Make sure this handout is still current before using it.
5. Ask students how much they think it costs to go to a community college or vocational-technical institute. Most think it is much more expensive than it is. Provide current tuition figures (about $1,300 a year in 1994 in Washington state), and show them it is affordable.
6. Even the more expensive schools -- private four-year colleges and private vocational schools -- can become affordable with financial aid.
7. Distribute the handout and review the different types of financial aid, emphasizing that the schools themselves give away the most.
8. Discuss local sources.
9. Discuss federal financial aid and the FAFSA application process -- somewhat involved and confusing but well worth it if they were to figure the hourly wage for the application process: Divide the amount of money received by the hours it took to complete the application!

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

1. Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).

Title: Local Career Resources

Summary: Participants compile a directory of local businesses, agencies and individuals willing to share career information.

Handouts: Finding Employment (79 A-B)
Career Share (112)

Pre-Post Question: What individuals and agencies in the community can serve as career resources?

Special Materials Needed: Yellow Pages, local newspapers, access to telephones

Procedure:

1. Meeting this Indicator requires local research.
2. Tell group they are going to compile a list of individuals and agencies which could serve as community resources. Ask for volunteers to seek general career resources; the others will work with specific careers.
3. For the "generalists," make a list of questions: Does your community have a Career Center? Career books in the public library? A computer information system? A job placement office? A Chamber of Commerce? Union halls? A business-labor-education partnership council? A youth employment service? Have participants work in two-person teams. Assign each team a question to answer. Provide them with phone books and telephones and a list of questions: Name of agency, address, phone number, hours open, type of services offered, qualifications required of clientele (age, income, etc.), fee required.
4. Have other participants select a career field.
5. Distribute the Career Share form and go over it, explaining the information to be solicited.
6. Have participants work in pairs, linking up identical or related careers.
7. Have participants review phone books, newspaper ads and sources on the Finding Employment handout for a list of companies and agencies related to the career identified.
8. Have participants actually call the companies and agencies they find and talk to owners, managers and administrators. Have participants describe the Career Share project and ask to fill out the form over the phone or ask if they can send a form to the individual.
9. Compile a directory for participants.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

2. Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Title: CIA Code

Summary: Participants complete an interest survey which provides them a "CIA Code" -- a top Career Interest Area.

Handouts: Career Interest Areas (86 A-G)

Pre-Post Question: How do my interests match up with career groups?

Special Materials Needed: None

Procedure:

1. NOTE: The activity described below is a self-assessment tool. To get information about all the items mentioned for this Indicator, have participants use the Career Resources directory compiled for the previous Indicator. They can identify which resources can be used for each item mentioned above.
2. Have participants select partners. While this is really an individual activity, it is a long one and having partners keeps participants from being bored. It also will help readability.
3. NOTE: These instructions make little sense without reviewing the handouts.
4. Distribute Career Interest Areas Survey, but not the Career Survey Evaluation Sheet. Have participants alternate reading the questions out loud to one another. They may discuss answers but emphasize they should choose the one that fits them best (not just what partner chose).
5. Have partners switch papers for scoring. Partner A will read Partner B's answers out loud. Partner B will record them on own Career Survey Evaluation Sheet.
6. Review and explain instructions on Career Survey Evaluation Sheet. Remind participants to start at the bottom of each letter column. They will have a whole bunch of X's in the "1" row before they get any in the 2 row (the second time they choose a letter). Have everyone stop when they get the chart filled in.
7. Below the chart they are to list their three top Career Interest Areas. They may have to list more if there are ties.
8. They then back up to the last survey page to read the descriptions of their top areas. Then they then look through the career list on the last page and circle careers of interest within their top areas. Then they choose one of the three groups as their CIA Code.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

3. Describe the uses and limitations of occupational outlook information.

Title: Limited Outlook

Summary: Participants review occupational outlook information and discuss the uses and limitations of using such information.

Handouts: Where The Jobs Are (111)

Pre-Post Question: What are the advantages and disadvantages of exploring careers based on job outlook?

Special Materials Needed: None

Procedure:

1. Distribute handout Where the Jobs Are. Review the two lists. Note that the fastest-growing careers have more prestige and higher salaries than the careers with the biggest growth in total number of workers. How many participants might be interested in a career on the fastest-growing list? How many on the biggest growth list?
2. Solicit sharing from participants who might have held one of the jobs on this handout.
3. Ask what the participants think are the benefits of looking at occupations from a demand standpoint. The limitations? Discuss the limitations of this handout -- very limited number of careers listed; information based on projections which could turn out to be inaccurate; not local information.
4. Solicit volunteers to identify their career goals to the group. Do they know the outlook for that career? How much is that a factor in career selection? What are the dangers of selecting a career based on its outlook rather than on interests and abilities?
5. Help participants see that growing careers are not necessarily prestigious or high-paying. High demand careers are not necessarily "good" careers. Will they take one of those jobs just because it's available? What could they do to be on the fastest-growing list instead of the biggest growth list?

Answer: Training is the key. On the fastest-growing list, all but one -- home health aide -- require considerable training. On the biggest growth list, only one -- nurse -- requires considerable training.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

4. Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Title: My Abilities and Careers

Summary: Participants complete a 30-question survey and then link their answers with career groups and specific careers.

Handouts: I Am Good At/Career Chart (87 A-J)

Pre-Post Question: How do my abilities match up with careers?

Special Materials Needed: Highlighter markers

Procedure:

1. Distribute I Am Good At... handout and have participants complete it.
2. Pass out Career Chart, have them review it and select their three favorite categories.
3. Pass out highlighters. Throughout the chart, have them highlight vertically each of the 30 items they checked on the survey. While doing this they should pay no attention to the career names!
4. When done, they examine each career (horizontally) on the chart. For each highlighted career, they count the number of highlighted dots and the total number of dots, displaying their score as a fraction: 9/14 would mean 9 highlighted dots out of 14 dots total.
5. Have them figure out which careers are their closest matches. When more than half the dots for any career are highlighted it is considered a fair match. Having all but two or three dots highlighted means an extremely close match.
6. Have them figure out which cluster they matched most closely.
7. Discuss the diverse opportunities available to them.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

5. Identify opportunities available through self-employment.

Title: My Own Business

Summary: Participants produce a list of skills they could use in running their own business, then do a self-assessment of their entrepreneurial traits.

Handouts: Skills Checklist (82 A-D)
Starting Your Own Business (118 A-D)

Pre-Post Question: What skills would I need to run my own business?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Discuss self-employment. Ask if anyone has been self-employed. Have them describe the advantages and disadvantages.

2. Brainstorm on the board a list of differences about self-employment versus working for others: Independent, no supervisor, set own hours, find work yourself, no benefits, total responsibility, overhead. Identify the advantages and disadvantages.

3. Brainstorm some self-employment opportunities: Retail business owner, musician, actor, consultant, artist, writer, contractor, repairer, counselor, lawyer, doctor.

4. Divide the group into small groups. Have each participant answer the question: "If I were self-employed, I would work as ________________."

5. Distribute Skills Checklist to each participant. Have them write the name of this self-employed career at the top of the first blank column. Have them write "I have" at the top of the second column, and "How I could get" at the top of the third.

6. Have small groups review each skill together. If it applies to a participant's self-employed career, they check the first column. If it also is a skill the participant already has, they check the second column. If the first column is checked and the second blank, the participant must complete the third column -- how they could acquire that skill.

7. Have volunteers read a list of all the skills which fit the career they identified.

8. Distribute Starting Your Own Business handout and have participants complete the checklist.

9. Have participants share some of the businesses they identified on the Skills Checklist in the My Own Business Activity. Group those businesses according to the categories on handout 118-D, Where Do You Get Your Business Idea. Help participants generate additional possibilities.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

6. Identify factors that contribute to misinformation about occupations.

Title: Misinformation

Summary: Participants identify misinformation about careers they have performed.

Handouts: None

Pre-Post Question: What causes misinformation about careers?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Solicit volunteers to identify a career they have had and know a lot about. Write the name of the career on the board or flip chart.
2. Have group brainstorm everything they know about that career. Keep going until an incorrect fact or assumption is presented, as identified by your experienced worker. Examples:

"All lawyers make a lot of money -- $100,000 a year or more."

"Teachers work less than eight hours a day."

3. Once misinformation is identified, discuss where it comes from -- why some (or many) people believe it. Examples:

(Lawyers) People assume that all members of a profession make the average wage, when in fact many (or most) do not!

(Teachers) Students are in school less than eight hours a day, but teachers do more than staff the classrooms -- what about preparation and evaluation?!

4. List all the possible reasons for misinformation, on the board or flip chart.
5. Solicit another volunteer and discuss another career. Do several -- until you get a good list of sources of misinformation.
6. Discuss how we can avoid such misinformation.

COMPETENCY VI: Skills to Locate, Evaluate and Interpret Information

7. Describe information about specific employers and hiring practices.

Title: Career Interview

Summary: Participants interview potential employers.

Handouts: Career Interview (98 A-D)

Pre-Post Question: Who are some local employers, and what are their hiring practices?

Special Materials Needed: Phone books, newspapers, access to telephones

Procedure:

1. Have participants identify a career of interest and select an employer. NOTE: If the group first completes the activity for Competency VI, Indicator 1, they will have a list of employers. Otherwise use the phone book and newspaper ads.
2. Have participants contact the employer and do the Career Interview. Have them inquire about hiring practices, which are not emphasized on the handout. Have them ask the following question and write the answer on a separate sheet of paper: How should workers apply to your company or agency, and what process would they go through?
3. Compile a book of the completed Career Interview handouts. Some participants may have completed the Career Interview handout as part of the activity for Competency II, Indicator 4.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

1. Identify specific employment situations that match desired career objectives.

Title: Objectives and Employment

Summary: Each participant tries to find local employers who could provide a job meeting the participant's career objective.

Handouts: Career Interview (98 A-D)

Pre-Post Question: What local employers could offer a job fulfilling my career objective?

Special Materials Needed: None

Procedure:

1. NOTE: First have participants complete the activity for the previous Indicator, in which they conduct Career Interviews with local employers and compile a book of those interviews. If that local information cannot be obtained, participants may partially meet this Indicator by completing the activity for Competency VI, Indicator 4, I Am Good At/Career Chart (87 A-J).
2. Participants must first identify a career objective. Group participants by career objective.
3. Have participants review the Career Interviews and try to match specific employment situations with their career objective. If they are unable to do so, they may review the Career Share forms completed for Competency VI, Indicator 1, and contact another local employer and conduct the Career Interview.
4. Have each participant review the Career Interviews, and report to the full group the employers discovered and any information participant found surprising.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

2. Demonstrate skills to identify job openings.

Title: Job Openings

Summary: Participants explore numerous sources of job openings, many of those sources created in previous activities of this manual.

Handouts: Finding Employment (79-A)

Pre-Post Question: How do I find out about job openings?

Special Materials Needed: Help Wanted sections of newspapers

Procedure:

1. Distribute Finding Employment and discuss each item. Emphasize that 80-90 percent of job openings are not advertised to the general public. Many employers have no trouble hiring without spending a dime, using four free methods: checking their files (resumes and completed job applications); putting the word out with employees, business contacts and friends; contacting people they know and soliciting them to apply (including "stealing" workers from competitors); and putting a sign in the window.

2. NOTE: Each of the items which follow are descriptions of sources of job openings. Only the last item is really an activity.

3. Item "II, B" on Finding Employment is titled Everyone You Know. Have participants do the activity for Competency II, Indicator 4, in which they create a Career Development Network of relatives, friends, business acquaintances, role models, etc. These may be contacted about possible job openings.

4. The "Informational Interview," another great way to make job contacts, is described in the activity for Competency VI, Indicator 7. Many people who conduct informational interviews are offered jobs.

5. For Competency VI, Indicator 1, participants compile a Career Resources directory which includes employers who can be contacted about job openings.

6. Divide the group into small groups. Distribute a page of Help Wanted ads to each group. Each participant is assigned one ad — look for the most complicated ones. The participant reads it to the group. The group helps decipher what the ad means — abbreviations, qualifications, etc.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

3. Demonstrate skills to establish a job search network through colleagues, friends, and family.

Title: Networking

Summary: Participants begin developing a network of career development resources, and select a role model for a possible informational interview.

Handouts: Finding Employment (79-A)
Occupational Clusters (42-A)
Career Interview (98 A-D)

Pre-Post Question: Who in my local community could help me develop my career?

Special Materials Needed: None

Procedure:

1. NOTE: This activity also is used for Competency II, Indicator 4.
2. Distribute Finding Employment and discuss ways of finding jobs and careers. Emphasize the value of networking.
3. Distribute first page of Occupational Clusters handout (42-A). Have them cross out the title and replace it with Career Development Network. They are going to list people who are career resources — as many as they can — including relatives, friends, neighbors, co-workers, supervisors, business acquaintances, local people they look up to, local people they would like to meet, business officials, government officials, community leaders, employment professionals.
4. Have them select one person from their list, a person they consider to be a role model. Have them write a sentence: "____________________ is a role model to me because..."
5. Divide participants into small groups. Have them share their sentences.
6. Distribute the Career Interview handout. Suggest that participants contact their identified role model and conduct an informational interview, completing the Career Interview handout.
7. OPTION: If you can meet again two weeks later, share results of the informational interviews.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs**

4. Demonstrate skills in preparing a resume and completing job applications.

Title: Job Applications and Resumes

Summary: Participants complete a job application.

Handouts: Application for Employment (85 A-B)
Resume Tips & Worksheet (116 A-E)

Pre-Post Question: How do you complete a job application and create a resume?

Special Materials Needed: Computers or typewriters

Procedure:

1. Have participants review the Resume Tips and the example resume.
2. Have them complete the Resume Worksheet. They fill out all sections which apply; some may be left blank.
3. You may have to lead a group discussion to explain the skills list on the last page of the Resume Worksheet.
4. OPTIONAL: Have them actually type (or word process) the information into a resume format. There are lots of fancy names for resume formats, but the differences are mostly a matter of the order of information. The three sections that can be rearranged in any order are Experience, Education and Transferable Skills. Put them in order of your strengths. Other resume tips: Biographical data and your objectives go first. Community service, hobbies and references go last. Limit the resume to one page, possibly with a second page for references. Make it neat, complete and mistake-free.
5. Distribute Application for Employment handout and have participants select a position to apply for and answer all questions, using the resume for information.
6. Discuss any questions which were difficult. Discuss neatness. Discuss possible blank areas due to lack of experience, education, etc.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

5. Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.

Title: Job Interview Simulation

Summary: All participants experience a simulated job interview.

Handouts: 50 Questions Employers Ask in Job Interviews (51 A-B)
Job Interview Score Sheet (50)

Special Materials Needed: Timer

Pre-Post Question: On a scale of 0-100, how would I score in a job interview?

Procedure:

1. Distribute 50 Questions handout. Ask volunteers to share job interview experiences.
2. Provide these instructions: All persons will get chance to interview. Interviews will be timed (5-10 minutes works best). Interview subjects are to answer all questions truthfully.
3. Divide participants into groups of 4 (3 or 5 also okay). Arrange chairs so 1 is facing a "panel" of 3.
4. Ask for a volunteer from each group to be the first job applicant. All applicants go to far side of room. Seat panelists.
5. Job applicant approaches panel, introduces self, identifies job applying for.
6. Panelists take turns asking questions from handout.
7. When time is up, applicants immediately return to far side of room. Panelists have 2 minutes to score applicant on Score Sheet handout.
8. One panelist takes completed Score Sheet to applicant. That panelist stays on far side of room and becomes next job applicant. First applicant joins panel. Next interview begins. Keep rotating until all have been interviewed.
9. Groups of 4 discuss and explain results. Then have large-group discussion.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

6. Demonstrate effective work attitudes and behaviors.

Title: Self-Rating On Important Traits

Summary: Participants score themselves on 25 worker traits.

Handouts: Self-Rating On Important Traits (35)

Pre-Post Question: What qualities do I have that make me a good worker?

Special Materials Needed: None

Procedure:

1. Distribute Self-Rating On Important Traits handout. Do not have participants complete individually. Instead, have entire group go trait by trait, discussing what the trait means. After each trait is discussed, participants rate themselves.

2. Rather than checkmarks, have participants enter scoring as follows:

Very High--------5
Above Average---4
Average-----------3
Below Average---2
Weak--------------1

This would produce an "average" total of 75 (3 all the way down) and a maximum score of 125.

3. Divide group into small groups. Have each participant share one trait in which they scored a 4 or 5, and give a work situation example demonstrating proficiency in that trait.

4. Now have each participant share one trait they could improve and how they plan to improve.

5. NOTE: The Work Rating Scale handout (61) does about the same thing but with fewer qualities, an easier reading level, and three rating choices instead of five.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

7. Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.

Title: Changes

Summary: Participants share personal and workplace changes and discuss effects, then discuss broad workplace trends and their effects.

Handouts: The Changing Workplace (108)

Pre-Post Question: How have changes in my life affected my knowledge, skills and attitudes?

Special Materials Needed: None

Procedure:

1. Have each participant write down two things which have happened to them in the past three years: The first must be a change in their personal life, the second a change in their work life.
2. Divide group into small groups. Have each participant share one of the two changes identified, and tell how that change influenced their knowledge, their skills, and their attitudes.
3. Distribute The Changing Workplace. Have full group discuss how those trends have affected knowledge, skills and attitudes required for job success.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

8. Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).

Title: Planning Promotions

Summary: Participants review career advancements and how they occurred, and brainstorm strategies to bring about career advancements.

Handouts: None

Pre-Post Question: What has led to the career advancements in my life? What can I do to bring about others?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Solicit volunteers to identify promotions and other "positive" occupational changes. Have them identify how the advancement came about -- what did they do to earn it. Brainstorm a list of reasons on the board, in two broad categories -- educational achievement and experience.
2. Solicit volunteers to present a career advancement they would like to make. Ask the group to help brainstorm what strategies could be utilized by this person.
3. Divide group into small groups. Have each participant identify a career advancement they would like to make. Have groups brainstorm for each individual.

COMPETENCY VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

9. Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).

Title: Local Career Resources

Summary: Participants compile a directory of local businesses, agencies and individuals willing to share career information.

Handouts: Finding Employment (79 A-B)
Career Share (112)

Pre-Post Question: What individuals and agencies in the community can serve as career resources?

Special Materials Needed: Yellow Pages, local newspapers, access to telephones

Procedure:

1. NOTE: This activity also is used for Competency VI, Indicator 1. Meeting this Indicator requires local research.

2. Tell participants they are going to compile a list of individuals and agencies which could serve as community resources. Ask for volunteers to uncover general career resources; the others will work with specific careers.

3. For the "generalists," make a list of questions: Does your community have a Career Center? Career books in the public library? A computer information system? A job placement office? A Chamber of Commerce? Union halls? A business-labor-education partnership council? A youth employment service? Have participants work in two-person teams. Assign each team a question to answer. Provide them with phone books and telephones and a list of questions: Name of agency, address, phone number,
hours open, type of services offered, qualifications required of clientele (age, income, etc.), fee required.

4. Have other participants select a career field. Distribute the Career Share form and go over it.

5. Have participants work in pairs, linking up identical or related careers.

6. Have participants review Yellow Pages, newspaper ads and sources on the Finding Employment handout for a list of companies and agencies related to the career identified.

7. Have participants actually call the companies and agencies they find and talk to owners, managers and administrators. Have participants describe the Career Share project and ask to fill out the form over the phone or ask if they can send a form to the individual.

8. Compile a directory for participants.

COMPETENCY VII: **Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs**

10. Identify skills that are transferable from one job to another.

Title: The Skills Employers Want

Summary: Participants record the skills they have used in various careers and see how they are transferable to other careers.

Handouts: Workplace Basics: A checklist (84)
Skills Checklist (82 A-D)

Pre-Post Question: What skills do today's employers want most, and which of them do I have? How are my skills transferable to other careers?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Ask participants what they think employers want most in an employee. Brainstorm a list on the board.
2. Have participants rank the skills listed. They may list experience and dependability at the top. Tell them you have a surprise — they've missed some of the top ones and have listed ones that aren't on the list.
3. Distribute the Workplace Basics checklist. Go over each one and discuss what they mean. For each, ask, "Who has this skill?" Call on participants to describe what they have done to demonstrate they have the skill. Have each participant list personal answers on the handout on the lines provided.
4. Distribute the Skills Checklist and have participants write above each column the name of a career they have held (up to three).
5. Divide group into small groups. The group goes through each skill, with group members calling out the names of their careers if they utilize that skill. Individuals put a checkmark for each career on their sheet which uses that skill.
6. Have individuals circle any skill utilized in all their careers and share with small group.
7. Have each small group come up with the skills most utilized by that group. Share with the full group.
8. Put together a massive wall chart of each person's skill list so that you can read across each skill and see all the careers from all group members which use that skill.
9. Have each participant select what they consider to be their top three skills. Have them review the wall chart to see what other careers have all three of those skills. Have them make a list of those careers and share it with the full group.

COMPETENCY VIII: Understanding How the Needs and Functions of Society Influence the Nature and Structure of Work

1. Describe the importance of work as it affects values and lifestyle.

Title: Work, Values and Lifestyle

Summary: Participants explore their values and lifestyles and how work affects those values and lifestyle.

Handouts: Career Values Exercise (20 A-B)

Pre-Post Question: What effect does work have on my lifestyle?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Have participants share what they liked best about the best career they ever had. Brainstorm a list on the board -- you will have a list of values. See Values handout for ideas.

2. Divide group into small groups. Have each participant select five values. and list them on a piece of paper, spacing them out on the page. Across the top they list two careers they have held. Have them write "Yes" if the career helped fulfill the value, "No" if the career worked against the value, and "Maybe" if the effect was between Yes and No. Then add reasons. Example:

	Journalist	**Paramedic**
Creativity	Yes: Very creative work (writing)	No: No outlet for creativity
Leisure time	No: Lots of overtime	Yes: Set shifts
Helping others	Maybe: Informed others but caught flack, too	Yes: So rewarding to save a life!

3. Have participants share their charts in small groups.

4. Back to the full group. Write the following lifestyle options on the board: Marital status, number of children, work status (full-time, part-time, not working), career choice, community activities, leisure activities.

5. Have each participant produce a paragraph profile of those items based on their most recent job or career: "I most recently was a full-time logger, married with two children. I volunteer with the Yes To Youth program, and like to ski."

6. Now participants write a second paragraph telling how the work role affects the other roles, both positively and negatively. "Working full-time as a logger brought in considerable money but meant I was away from home a lot, and that makes it hard on my spouse and children and cut into my volunteer work and skiing time." Have participants share in small groups.

COMPETENCY VIII: Understanding How the Needs and Functions of Society Influence the Nature and Structure of Work

2. Describe how society's needs and functions affect occupational supply and demand.

Title: Local Trends

Summary: Participants will have a better understanding of how local changes affect career opportunities.

Handouts: Facts (21 A-B)
Where The Jobs Are (111)

Special Materials Needed: This handout is local! You must write one for your local area!

Pre-Post Question: How are local trends affecting careers?

Procedure:

1. NOTE: The Facts handout is provided as an example. You will have to create one for your local area. If you choose not to do so, you may do the following activity instead.

2. Ask participants how many of their grandparents were farmers? How many of their parents? How many of them have worked as farmers? How many hope to work as farmers in the future? Note a declining trend. Ask the same questions for loggers. And for factory workers.

3. What has caused declines in the need for these workers? (Farming — high technology uses machines instead of people. Logging — reduced supply. Manufacturing — high technology; cheap labor overseas.) How do they feel about these careers? Discuss how reduced demand for an occupation affects its prestige and the career choices of workers. What generally happens to salaries when a career is on the decline?

4. Solicit participants to discuss careers they have held which have experienced a decline. Have them tell what happened to them when the demand went down.

5. Now ask participants to identify some careers which are increasing. How do they feel about careers which are on the rise?

6. Distribute handout Where the Jobs Are. Review the two lists. How many might be interested in a career on the fastest-growing list? How many on the biggest growth list?

5. Help participants see that growing careers are not necessarily prestigious or high-paying. High demand does not necessarily have the presumed effect. Will they take one of those jobs just because it's available? What could they do to be on the fastest-growing list instead of the biggest growth list? Answer: Training. On the fastest-growing list, all but one — home health aide — require considerable training. On the biggest growth list, only one — nurse — requires considerable training.

COMPETENCY VIII: Understanding How the Needs and Functions of Society Influence the Nature and Structure of Work

3. Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

Title: Joe Schmoe

Summary: Participants complete a humorous handout which emphasizes lifelong learning, then discuss trends.

Handouts: The Working Life of Joe Schmoe (95 A-B)
The Changing Workplace (108)

Pre-Post Question: What are current workplace trends and how does that affect training and employment?

Special Materials Needed: None

Procedure:

1. Divide group into small teams, each with a recorder.
2. Distribute handout, with one for each person and an extra for each recorder.
3. Read the story aloud. Stop at the end of each sentence which has fill-in-the-blanks. Each group privately selects an answer, which is written only on the recorder's extra copy.
4. Go back through the story, stopping at each fill-in-the-blank. Ask for and confirm correct answers. Have each individual fill out their handout with correct answers.

JOE SCHMOE ANSWERS:

1. 12,000
2. Restaurant Worker (and others)
3. 4 percent (some sources say higher)
4. $10,920
5. $10,895
6. $25
7. Electronics Technician (and others)
8. $1,300
9. 3
10. 12
11. 68
12. Ability/willingness to learn
13. "You're fired!"

5. Ask what was the point of the story. Obviously, the continued need for education. What are some of the reasons identified in the story? Answers: High school education qualifies one for fewer careers than previously; high school education provides few job opportunities to make a living wage; technology is changing jobs; employers are expecting workers to retrain.
6. Now pass out The Changing Workplace and discuss on-going trends. What does each mean in terms of education and employment? Examples: Self-employment (6) requires management and administrative training. The global economy (7) puts a premium on foreign language. Knowledge-intensive (10) requires a broader background and more critical thinking; service (12) requires more people skills. All require more transferable skills.

Competency VIII: **Understanding How the Needs and Functions of Society Influence the Nature and Structure of Work**

4. Demonstrate an understanding of the global economy and how it affects the individual.

Title: The Global Economy

Summary: Participants examine where their shirts/jackets were made and discuss the global economy.

Handouts: None

Pre-Post Question: What is the global economy and how does it affect me?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Divide group into groups of five or six and put each group in a circle. Have them stand so each is behind the one in front. Have the person behind turn down the collar of the person in front of them, read the label and try to identify where the garment was made.
2. Have participants identify countries where garments were made. Write the countries on the board. Add up what percentage of garments were made outside the United States.
3. Ask the participants why so many garments are made outside the U.S. Discuss the notion of cheap labor overseas and how that has removed production jobs from our economy. Discuss the types of jobs that have taken the place of production jobs in this country: designing, acquiring and creating raw materials, import/export, buying, selling, explaining, installing, repairing.
4. Now turn to cars. How many own or drive "American" cars? Is there really any such thing anymore? Many "American" models are actually "Japanese" cars. Many "Japanese" models are assembled in the U.S. Most cars now have parts from more than one country. What other goods do participants own from other countries? Discuss implications for consumer attitudes.
5. Discuss the changing workforce: Most of those entering the workforce today are not white males. Many speak English as a second language.
6. Have participants brainstorm worker implications of the global economy, with an increased need for: bilingual workers; workers who can travel; workers who understand and are accepting of other cultures; workers with high-level communications skills using telephone and fax machines; workers who can work for owners and supervisors from other nations.

COMPETENCY IX: Skills To Make Decisions

1. Describe personal criteria for making decisions about education, training, and career goals.

Title: Career Values Auction

Summary: Participants will know which of seven key values are most important to them in selecting careers.

Handouts: Career Values Auction (20 A-B)

Special Materials Needed: Several copies of 20-B with statements cut into individual pieces of paper

Pre-Post Question: What values are most important to me in selecting careers?

Procedure:

1. NOTE: Prepare for this activity by making several extra copies of 20-B and cutting up the statements so each is on its own piece of paper.
2. Have participants complete decision-making grid on 20-A.
3. Have them count how many times each numbered value was chosen and see which ones are listed first.
4. Discuss the differing results in the group. Have them put that paper aside.
5. Distribute the Career Values Auction and announce that the values will be "auctioned" to the group. There will be more than one "copy" of each value. Each participant is expected to buy at least one of the statements.
6. Have participants fill out the "Amount Budgeted" column; they should budget to buy as many values as they desire.
7. Begin the auction. Sell the first "copy" of each value until all values are sold once. Then keep going through the list again as necessary.
8. Discuss who bought which values and why.
9. Now have participants compare 20-B -- the value(s) they bought -- with 20-A, the decision-making grid. How did the purchases compare with original scoring by individuals?

COMPETENCY IX: Skills To Make Decisions

2. Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Title: Working Conditions

Summary: Participants complete a chart listing which working conditions they find acceptable, then analyze the working conditions of several careers, then compare those careers with the ones they found acceptable.

Handouts: Working Conditions (100)

Pre-Post Question: What are the working conditions of various careers?

Special Materials Needed: None

Procedure:

1. Divide the group into small groups.
2. Distribute the Working Conditions handout. Have participants write "Me" above the first column on the chart. Have the group go through each condition, with each participant putting a double check for the conditions they prefer, and a single check for any conditions they would accept (but not prefer).
3. There are two blank lines at the bottom. Have group brainstorm two other items they want to know about -- "lots of room for advancement," "full benefits," "participatory management style," etc. -- on those lines. Have individuals complete the "Me" column for those items.
4. Have each participant identify 3-4 careers of interest and write the career names at the top of the remaining columns.
5. Have groups start with the first working condition, "always inside." They alternate identifying one career at a time, and group members use their experience to decide whether that condition applies to the career identified. If so, that box is checked. Have them keep going until all careers have been named; then go to the next working condition.
6. Have participants compile a Working Conditions score for each career, described as a fraction: On the bottom is the number of conditions identified for that career; on the top is the number of those conditions that the participant listed as preferred in column one (double checks). Thus a score of 4/6 would mean that six of the working conditions listed applied to the specific career, and that the participant wants four of those six.
7. Have participants share.

COMPETENCY IX: Skills To Make Decisions

3. Describe the effects of education, work, and family decisions on individual career decisions.

Title: Decisions

Summary: Participants identify three decisions they have made and discuss the effects of those decisions on their career development.

Handouts: None

Pre-Post Question: What decisions have I made about education, work and family which have affected my career development?

Special Materials Needed: None

Procedure:

1. Have each participant write on a piece of paper three decisions, each beginning with the phrase, "I decided..."
The first is a decision made about education or training, the second about work, the third about family. Examples:

"I decided not to go on to education after high school."
"I decided to take a business class at the community college."

"I decided to quit my job as ...."
"I decided not to accept a job offer as ..."

"I decided to get married."
"We decided not to have children."

2. Have participants also identify a career they would most like to pursue. Have participants take turns sharing one of their decisions and telling the group how that decision affected their career development to date, and how it may affect their career future. Keep going until all participants have shared all three decisions and their effects.

COMPETENCY IX: Skills To Make Decisions

4. Identify personal and environmental conditions that affect decision-making.

Title: Doing Without

Summary: Participants analyze what they could "do without" in a geographically isolated community.

Handouts: Do Without List (72)

Pre-Post Question: How would moving to an isolated place change my life?

Special Materials Needed: None

Procedure:

1. NOTE: The activity for Competency III, Indicator 3, also fulfills this Indicator.
2. Distribute Do Without handout and have participants rank the first list, with No. 1 being the thing they need most, and No. 14 the item they could most easily do without.
3. Have participants share their No. 1 and No. 14 selections.
4. Divide group into small groups and have groups rank the 13 items on second list, with No. 1 the most frustrating item.
5. Have groups share.
6. Discuss other factors, such as health, climate, topography, culture (holidays/mores), laws, ethnic background, family traditions, family needs, etc., that could affect decision-making.

COMPETENCY IX: Skills To Make Decisions

5. Demonstrate effective career decision-making skills.

Title: Career Decisions

Summary: Participants review the decision-making process and find out how much they really know about a career they are considering.

Handouts: The Decision-Making Process (45-A)
Career Interview (98 A-D)

Pre-Post Question: How much do I know about a career I am thinking of pursuing?

Special Materials Needed: None

Procedure:

1. Distribute the Decision-making Process and review how effective decisions are made.
2. Discuss specific information needed to make career decisions. Distribute the Career Interview handout, which describes specific questions persons should be able to answer before selecting a career.
3. Have each participant identify a potential career choice and attempt to complete the Career Interview questionnaire with no assistance.
4. Divide group into small groups and have participants share the questions they were unable to answer.
5. NOTE: If group has completed activity for Competency VI, Indicator 7, they have a book of Career Interviews which could be used to compare and answer the questions participants were unable to answer on their own.
6. Have groups brainstorm other questions besides those on the Career Interview handout which may need to be answered, such as effects of this career choice on their family, income, location, time, stress, community activities and leisure activities.

COMPETENCY IX: Skills To Make Decisions
6. Describe potential consequences of decisions.

Title: Career Consequences

Summary: Participants identify a career and discuss its possible effects on family, income, location, time, stress, community activities, and leisure activities.

Handouts: Career Interview (98 A-D)

Pre-Post Question: What are the potential consequences of my tentative career choice?

Special Materials Needed: None

Procedure:

1. Have participants first complete the activity for the previous Indicator.
2. Have each participant write on a piece of paper the career they used for the Career Interview handout. Have them write the following factors down the left side, leaving space after each one:

Family, income, location, time, stress, community activities, leisure activities.

3. Divide group into small groups. Begin with the first factor -- Family -- and have each participant tell the group how the career choice would affect that person's family. Group asks questions to help each participant clarify. Each participant writes the answers on the paper.
4. Now go to the next factor -- income -- and have each participant answer how the career choice would affect income. Continue through each factor until you have a list of personal consequences for that career choice.
5. Have participants tell group whether they are still interested in that career, based on the consequences.

COMPETENCY X: Understanding the Impact of Work on Individual and Family Life

1. Describe how family and leisure functions affect occupational roles and decisions.

Title: Time for Life

Summary: Participants complete a handout of things they must do and things they want to do, then discuss how family and leisure activities affect work roles and decisions.

Handouts: Time Priorities (71)

Pre-Post Question: How do my family and leisure roles affect my occupational roles and choices?

Special Materials Needed: None

Procedure:

1. Distribute Time Priorities and have participants complete it, leaving the student section blank if they are not a student. They likely will have to use a separate sheet of paper for "Things I Must Do" as a family member and worker; encourage them to produce as large a list as possible.
2. Have a volunteer share. Ask volunteer to discuss how functions as a family member affect functions as a worker. The effect may be huge (quit a job to devote time to family) or small (ask for a day off work to go on a family outing). See which family member functions are for leisure. Which other functions -- friend, member of an organization, for myself -- are for leisure? How do those affect worker functions? What often happens to Things I Want To Do?
3. Divide group into small groups and have each share in similar fashion.

COMPETENCY X: Understanding the Impact of Work on Individual and Family Life

2. Determine effects of individual and family developmental stages on one's career.

Title: My Life Span

Summary: Participants create a timeline of significant growth and changes, then evaluate the effect of individual and family development on one's career.

Handouts: Life Span Chart (90)

Pre-Post Question: How is my career affected as I and my family develop?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. NOTE: This activity in various forms is used for Competency III, Indicators 1-3.
2. Discuss life stages, changes and rites of passage: Have participants brainstorm a list on the board. Examples:

Birth, learn to walk and talk, school begins, change schools, puberty, first love, first job, high school graduation, body growth complete, full-time education complete, full-time work begins, marriage, children, career advancement, divorce, career change(s), children leave home, retirement, old age, death.

3. Give participants Life Span Chart handout. Discuss the "average woman" described on the chart.
4. Have participants fill in their own Life Span Chart to the current time, writing in the items. Have them draw a vertical line intersecting the timeline at their current age.
5. Have participants imagine their future, creating the rest of their Life Span Chart, utilizing whichever items they deem appropriate.
6. Divide group into small groups. Have participants share. For each one, participant must tell how that item did (or would in the future) affect their career.

COMPETENCY X: Understanding the Impact of Work on Individual and Family Life

3. Describe how work, family, and leisure activities interrelate.

Title: Things I Like To Do

Summary: Participants compile a list of activities, designate whether they are for leisure, family or career growth, and discuss the positive effects of those activities.

Handouts: Things I Like To Do (74)

Pre-Post Question: How are my work, leisure and family activities related?

Special Materials Needed: None

Procedure:

1. Distribute What I Like To Do handout and have participants complete it.
2. Have participants share lists, especially noting which activities are on more than one list. How are they interrelated? How does a leisure activity sometimes help the family or help career development? How do the activities conflict for time or money?
3. Discuss the benefits of the activities -- mental, emotional, physical and economic.

COMPETENCY X: Understanding the Impact of Work on Individual and Family Life

4. Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

Title: Time Conflicts

Summary: Participants list priority activities, role-play conflicts in time priorities, and re-evaluate their own priorities.

Handouts: Time Priorities (71)
Chart: Aggressive, Passive and Assertive (110-A)

Pre-Post Question: How do I resolve all the demands on my time?

Special Materials Needed: None

Procedure:

1. NOTE: Have participants first complete the activity for Indicator 1 of this Competency, in which participants list activities performed in different life roles.
2. Have participants first complete the activity for Competency II, Indicator 3, in which they learn about assertive behavior.
3. Divide group into small groups. Distribute the behavior Chart handout.
4. Have groups review the Time Priorities handout of each group member, and select one in which time conflicts are obvious.
5. Have groups create a role-play in which a family discusses these time conflicts and tries to manage family time. Assign approaches to each family member -- aggressive, non-passive and assertive -- with at least one of each.
6. Have groups present role-plays.
7. Discuss Time Management skills and the value of prioritizing.
8. Have each participant go back through the activities listed on the Time Priorities handout and list them in order of importance, regardless of whether they are on the "must do" list or the "want to do" list.
9. Have each share their top priorities with their group and discuss how they may change their approach to "must do" and "want to do" based on this new priority list.

COMPETENCY XI: Understanding the Continuing Changes in Male/Female Roles

1. Describe recent changes in gender norms and attitudes.

Title: Women in the Workplace

Summary: Participants respond to 15 statements and obtain score of their gender biases. They then discuss the changing attitudes which have changed the career patterns of men and women.

Handouts: Attitudes Toward Sex Roles (78)

Pre-Post Question: How do I feel about women in the work world? What factors have led to the increase of women in the work world?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. Distribute Attitudes Toward Sex Roles handout and have participants complete it.
2. Go over each statement, inviting discussion and debate. Emphasize the change in attitudes about these statements since World War II.
3. Have participants tabulate their total score. Provide results as follows:

15-45 — None or little gender bias
46-60 — Some bias
61-75 — Biased
76-90 — Extremely biased

4. Briefly discuss the history of the women's movement. Suffrage, women proving they could do the work of men during World War II (Rosie the Riveter), the women's movement of the Sixties and Seventies.
5. Present the facts of the workplace today: More than half of all American women work outside the home; more than 90 percent of American women will work outside the home sometime during their lives; less than 25 percent of families fit the stereotype of two kids with the woman at home and the man working; more men are taking on primary responsibility for child care.
6. Have group brainstorm on the board all the reasons why more and more women are working: They want to; they've proven they can; there are more single women, who have to work; many families need two incomes now; fewer teens entering the workplace means there are more opportunities; having fewer children means women are more available; better daycare; more men are willing to care for the home; more employers believe women can do the job.

COMPETENCY XI: Understanding the Continuing Changes in Male/Female Roles

2. Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Title: Women in the Workplace

Summary: Participants discuss gender trends and present one example of how those trends have affected their careers.

Handouts: None

Pre-Post Question: How has the growth of women in the workplace affected me?

Special Materials Needed: Chalkboard, flip chart or overhead

Procedure:

1. NOTE: Have participants first complete the activity for the previous indicator.
2. Solicit a couple of volunteers (women and men) to tell about workplace gender changes they have experienced -- non-traditional careers they have done; men in traditionally male careers who have experienced a "groundbreaker"; daycare on the job; women re-entering the workforce or the education system, etc.
3. Brainstorm a list of trends on the board, such things as: More than half of all American women work outside the home; more than 90 percent of American women will work outside the home sometime during their lives; less than 25 percent of families fit the stereotype of two kids with the woman at home and the man working; more men are taking on primary responsibility for child care; the income gap between male and female workers still exists, though it is lessening; women are entering more and more non-traditional occupations but are still concentrated in low-paying, traditional jobs; more women supervisors, managers and entrepreneurs.
4. Divide group into small groups. Have each individual share one situation in which changes in the gender composition of the workforce has changed them at work or affected their career plans.

COMPETENCY XI: Understanding the Continuing Changes in Male/Female Roles

3. Identify disadvantages of stereotyping occupations.

Title: Non-Traditional Careers

Summary: Participants designate traditional gender roles, discuss changes, discuss advantages and problems of non-traditional careers, and select a possible non-traditional career for themselves.

Handouts: Female/Male Job Checklist (68)

Pre-Post Question: Why should I consider a non-traditional career?

Special Materials Needed: None

Procedure:

1. Distribute Female/Male Job Checklist handout. Have each participant check in the appropriate column (F or M) all the careers that have traditionally been mostly male or mostly female. Leave blank any that the individual cannot designate.
2. Go through the list, with the group discussing the designations, citing evidence. Discuss how some are changing.
3. Divide participants into small groups and provide each group with a blank handout. Have each group designate the careers which they believe should stay mostly female or mostly male.
4. Have small groups share choices (if any). Brainstorm advantages and problems of entering a non-traditional occupation.

ADVANTAGES	DISADVANTAGES
Recognition/Fame	Recognition/Infamy
May have hiring advantage	Co-workers may be hostile
May be promoted faster	May have to break new ground
May get special treatment	May get special treatment
Do work you really like	

5. Have participants go through their original list and select at least one non-traditional career that they might consider entering.
6. Have each participant share with group, telling why they selected that non-traditional career and what they see as the advantages and disadvantages of entering that occupation.

COMPETENCY XI: Understanding the Continuing Changes in Male/Female Roles

4. Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Title: Labeling

Summary: Participants play a game in which each wears a label on the back and other participants treat them accordingly.

Handouts: None

Pre-Post Question: In what ways do we label people without really knowing them?

Special Materials Needed: Index cards, timer

Procedure:

1. Discuss labeling and how we pre-judge people. Tell group they are going to play a game in which each of them is labeled; the goal is to figure out "who you are" by the way people act toward you. You cannot tell another participant their label or identify exactly what they do.
2. Tape index card label on the back of each person, making sure individuals do not see their labels. Tell them the label identifies a career, lifestyle, attitude, ability or culture.
3. Have the group form two circles, inner and outer. A member of the inner circle faces a member of the outer circle, in pairs. Each person looks at the label of their "partner," and then interacts with the partner for 30 seconds based on the label.
4. Every thirty seconds have the circles shift so each person gets a new partner. Keep going until a full circuit is achieved.
5. Have all participants sit in one circle. Go around the circle and ask each to identify themselves as closely as possible. Have each justify their identification.
6. Some suggestions for labels (some require gender):

President
Your best friend
Social Worker
Minister
Genius
Male Nurse
Dictator
Drug Pusher
Mentally handicapped
Househusband
Senile Person
Housewife
Male chauvinist
Rock Star
Person with VD
Mass Murderer
Women's liberationist
Alcoholic
Best-looking in town
Woman Astronaut
Pro Athlete

7. Discuss strategies to eliminate stereotyping, including: eliminating assumptions (white-coated man is a doctor, white-coated woman a nurse); doing non-traditional chores at home (woman mows lawn, man does dishes); not making a big deal when someone chooses a non-traditional role.

COMPETENCY XII: Skills to Make Career Transitions

1. Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Title: Goal-setting and Transition

Summary: Participants identify goals and discuss how to achieve them.

Handouts: My Goals (103)

Pre-Post Question: What are my tentative goals and how do I achieve them?

Special Materials Needed: None

Procedure:

1. **NOTE:** First have participants complete some or all of the Life Span activities for Competency III, which emphasize change as a part of life.
2. Discuss goal-setting as a lifelong activity. Distribute the My Goals handout and have participants complete it. (They may leave the school section blank if they are not currently in school.)
3. Divide group into small groups and have each participant share. For each goal, have group ask, "How do you plan to achieve that goal?"
4. Have group make sure individual does not have goals in conflict — a career goal of lawyer and an educational goal of studying auto mechanics.
5. Have full group discuss strategies for achieving goals.

COMPETENCY XII: Skills to Make Career Transitions

2. Describe strategies to use during transitions (e.g., networks, stress management).

Title: Transition Strategies

Summary: Participants develop a personal resources network and discuss stress management.

Handouts: Occupational Clusters (42-A)
Dear Me (38 A-B)

Pre-Post Question: How can I handle career transitions?

Special Materials Needed: None

Procedure:

1. Discuss the impact of career change and job loss. Solicit volunteers to share. Emphasize involuntary job loss as a significant event, comparable to divorce or death of a family member. Even a voluntary career or job change produces significant stress.

2. In the activity for Competency II, Indicator 4, participants create a personal Career Development Network. If they have done this activity, have them get that list out. Distribute a blank of the same form (Occupational Clusters, 42-A). Have them cross out the title and write in My Personal Network. Now have them try to fill all the circles with people who could help them in a time of career transition — some from the previous network, and some who are personal resources.

3. The following stress activity also is used for Competency II, Indicator 2.

4. Distribute Dear Me handout. Have participants fill out the first page only. Ask for volunteers to share their sentences.

5. Discuss symptoms of stress, the Body Reactions chart and the effect on health.

6. Have participants complete the second page of Dear Me. Discuss positive ways of coping with stress. Here are some examples:

Exercise
Take a break
Play with a pet
Draw
Write in a diary
Do a hobby
Play a sport
Ask for help
Close my eyes
Go outdoors
Take a walk
Talk to a friend
Sleep
Meditate
Concentrate harder
Punch a punching bag
Breathe deeply
Listen to music
Read
Get by myself and yell

COMPETENCY XII: Skills to Make Career Transitions

3. Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Title: Entrepreneurs

Summary: Participants do a self-assessment of skills and personality traits needed to be self-employed.

Handouts: Starting Your Own Business (118 A-D)
Skills Checklist (82 A-D)

Pre-Post Question: What does it take to start a business?

Special Materials Needed: None

Procedure:

1. NOTE: You may want to first have participants complete the activity for High School Competency VI, Indicator 5 (My Own Business), in which participants discuss advantages and disadvantages of self-employment, select a possible self-employment opportunity and see if they have the skills needed.

2. Distribute Starting Your Own Business handout and have participants complete the checklist. It could be scored as follows to provide a score on a 100-point scale:
11 points for each first sentence (99 possible)
6 points for each second sentence
1 point for each third sentence.

3. Now have participants share some of the businesses they are interested in. Group those businesses according to the categories on handout 118-D — Where Do You Get Your Business Idea. Help participants generate additional possibilities.

4. Divide the participants into small groups. Have each participant select a business and write the name of it on 118-B next to the question, What Skills Will I Need as an Entrepreneur.

5. Have participants identify the business chosen to other group members.

6. Have groups go through the skills one at a time, with participants alternating reading them out loud. For each skill, group helps each participant decide how crucial that skill is to the business selected. Put an "A" if the skill would be required at a high level, a "B" if it would be required at a medium level, and a "C" if it would be required at a low level.

7. Have participants compare the "A" skills with the ones identified on the Skills Checklist (if they did High School activity for Competency VI, Indicator 5). Have participants put another A — (AA) — next to any skill found in both places.

8. Solicit volunteers to share with group. Note all the skills required to run a business in addition to the skills specific to the business itself.

COMPETENCY XII: Skills to Make Career Transitions

4. Describe the skills and knowledge needed for pre-retirement planning.

Title: Retirement

Summary: Participants complete forms describing their financial condition for retirement.

Handouts: Retirement (121 A-D)

Pre-Post Question: How financially prepared am I to retire?

Special Materials Needed: None

Procedure:

1. NOTE: This activity just scratches the surface of pre-retirement planning.
2. Ask each participant to write answers to these questions describing their retirement:

At what age will you retire?
Where will you live?
With whom?
What will you do?
How will you pay your monthly bills?

3. Have participants share in small groups.
4. Tell participants the following handouts will be confidential. Distribute the handouts and have participants complete Estimated Personal and/or Family Income (121-A). How does the total compare with the description of retirement they listed above?
5. Have participants complete the What You Owe/What You Own lists. The total from Estimated income goes on the "total income" line at the bottom of 121-B.
6. Have participants come up with a net worth figure — assets (What You Own) minus liabilities (What You Owe). Is there a positive or negative figure? How will that figure affect retirement?
7. Have participants complete the expenditures sheets (121 C-D) for their current lifestyle. They transfer the totals for each section onto the cost-of-living list on 121-D. Now compare the total with the income figure computed for page 121-A. Could their retirement income support their current lifestyle and costs? What are the implications?
8. Discuss pre-retirement planning resources in your community.

COMPETENCY XII: Skills to make career transitions.

5. Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

Title: 10 Years From Now

Summary: Participants set a goal for 10 years from now, then work back to the present.

Handouts: None

Pre-Post Question: What is my goal for 10 years from now and how do I get there?

Special Materials Needed: None

Procedure:

1. NOTE: This activity cannot be accomplished without first doing many of the previous activities.
2. Ask participants to identify a long-range goal -- what they want most 10 years from now. It may or may not include work.
3. Have each write "10 years from now I will ..." on the top of a piece of paper and list the goal. Then fold the paper vertically.
4. Have them write the following sentences on the left side of their paper. Each participant works backwards from 10 years hence, writing one sentence to describe each year, i.e., "9 years from now I will...," "8 years from now I will," "7 years from now I will," etc., until they get back to "1 year from now I will..." and "This year I will..."
5. Have participants share in small groups, with the group challenging any description which seems inconsistent. For instance, if the participant lists, "10 years from now I will be a world-famous criminal lawyer," that individual better be going to law school and college during the countdown to the present.
6. Now have participants start with the present, working up from the bottom in the right column, writing how they plan to accomplish each step. For example, the bottom sentence on the left says, "This year I will save money to be able to go back to college." On the right it says, "To save money, I will sell my car and get a cheaper one, stop going out to eat, and reduce my clothing expenses by half."
7. Have participants share their goals and how to accomplish them.

Manual Masters

CAREERS NOW! ACTIVITY MASTERS

This Index is provided in a chart format so that you may look through the masters, pick those you like and then check the numbers on this chart to see which Indicators they are used for. Then turn to those Indicator pages to read a description of the activities.

In the "Competencies" column, Indicators are listed the same way the pages are numbered — age-group, Competency in Roman numeral, and Indicator number. Each age-group section (Elementary, Middle School, High School, Adult) is on its own line, starting with Elementary.

The title of each master is to the right.

The other way to use this manual is to look through the Competencies and Indicators. Those pages describe activities and refer to these masters by number.

All of these masters may be photocopied but only for non-profit, educational purposes. Please refer to the notice on the back of the Title Page of this manual.

Master	**Competencies**	**Title**
1	EL-I-4	Me Tree
2	EL-X-3	Blue Ribbon Family
3 (A-C)	MS-II-1 HS-II-4	Picture ABC (Old Lady/Young Girl)
4	MS-V-1 HS-V-4 A-V-1	Quiz
5 (A-H)	EL-VI-2, VI-4 MS-VI-1	It Might Have Been
6 (A-B)	HS-IX-2	Lost At Sea
7	EL-II-4	Which Person
8	EL-III-6	My Favorite Food
9	EL-II-2, VI-4	Super You
10	EL-VI-1, X-4 MS-IX-5	Family Job Tree
11 (A-F)	EL-I-1	I Am A Star
12 (A-B)	EL-IX-3	Stating Goals
13	EL-I-5	Coat of Arms
14	EL-X-1, X-4	Hooray For Me

Master	Competencies	Title
15	EL-VII-2, X-2	What Can I Do?
16	A-II-1	Bingo Card
17	EL-VI-5, VIII-2	Our Community Workers
18	EL-VI-3	Hobby-Career Match
19 (A-B)	EL-IX-4	Decision-Making Strategies
20 (A-B)	A-VIII-1, IX-1	Career Values
21 (A-B)	A-VIII-2	Facts
22 (A-B)	MS-IV-1	Math: Who Needs it?
23	EL-VII-1	Blue Ribbon Worker
24	MS-II-2	Venn Diagram
25	EL-IX-2, IX-7 MS-I-3	Mary and Johnny
26	EL-II-7	Labels
27	EL-IX-5 MS-III-3	My Response
28	EL-II-5, II-6	Dear Abby
29	EL-IX-6	Decision-Making Situations
30	HS-I-5 A-I-1, A-I-4	Me Poem
31	MS-IX-1	Oops...Your Values
32	HS-III-4	Health Habit Quiz
33	EL-II-1	If I Were
34	EL-V-1	Career ABC's
35	HS-V-5, VII-6 A-VII-6	Self-Rating
36	MS-VII-2	Job Wanted
37 (A-B)	EL-IV-3, IV-6, XII-2	Wheels

Master	Competencies	Title
38 (A-B)	MS-III-2 HS-III-3 A-II-2, XII-2	Dear Me
39	MS-IX-8, XII-2, XII-6 HS-IV-4, IX-3, IX-4	Courses for Entering
40	EL-III-1	I Get Angry When
41 (A-B)	MS-V-2	How Do I Feel About Education?
42 (A-J)	EL-IV-3, XII-2 MS-IV-2 A-II-4, IV-3, VII-3, XII-2	Occupational Clusters
43	EL-II-4	People Bingo
44 (A-C)	HS-VII-5	Entry Level Jobs
45 (A-B)	EL-IX-5 MS-IX-3 A-IX-5	Decision-Making Process
46 (A-B)	EL-XII-1 MS-II-5 HS-II-2	Designing the Dog
47	HS-VI-3	Data-People-Things
48	EL-IX-1	Decision Dial
49	MS-X-4	Leisure Alternatives
50	MS-VII-4 HS-VII-3 A-VII-5	Assertive Interview
51 (A-B)	MS-VII-4 HS-VII-3 A-VII-5	Fifty Questions Asked
52 (A-B)	HS-VI-3	DOT
53 (A-B)	MS-VI-1 HS-VI-3	GOE/SOC
54 (A-J)	EL-V-2, VI-5, VI-6	Exploring Your Community
55	EL-IV-1	School In The World

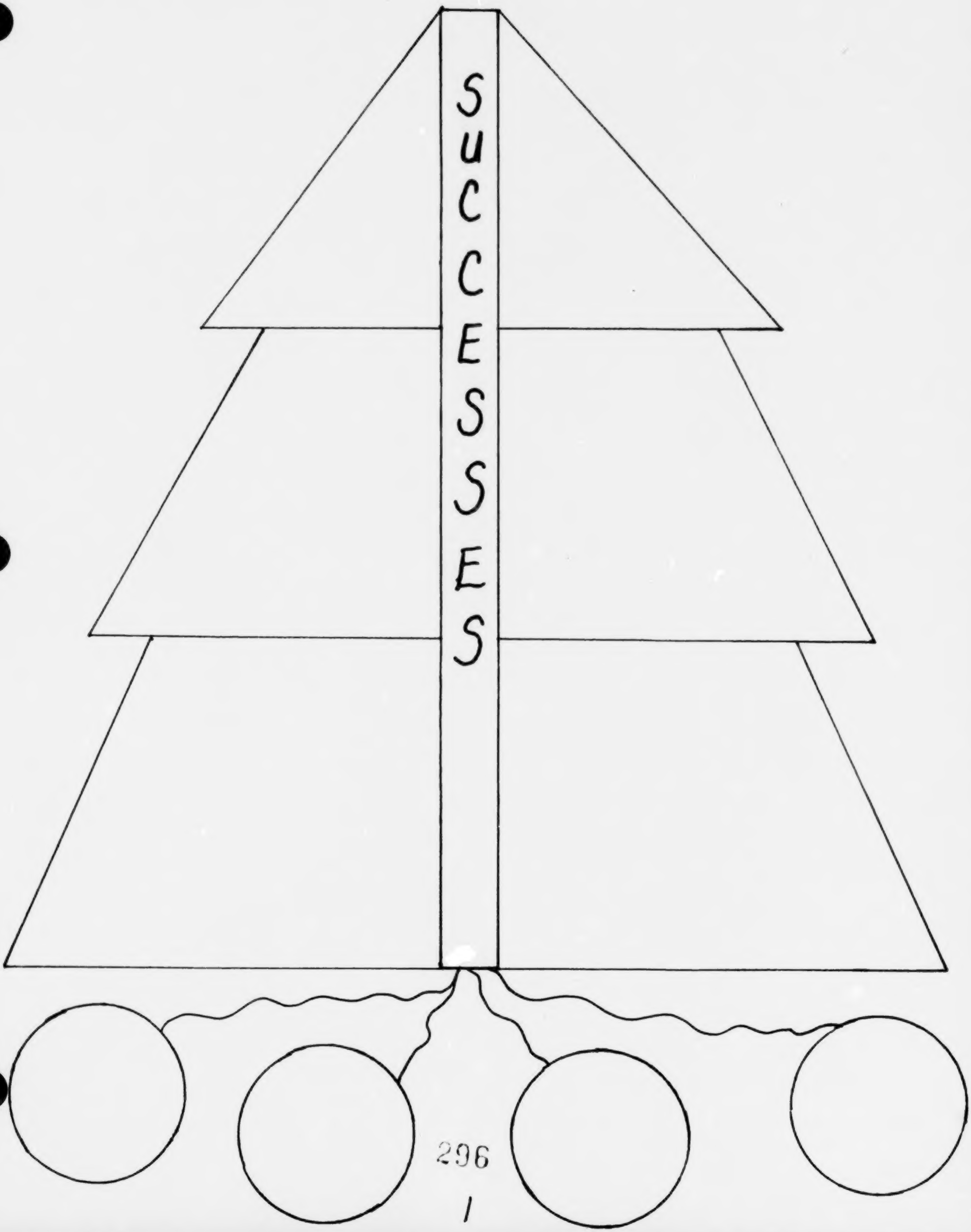
Master	Competencies	Title
56	MS-VIII-2	Milk On My Table
57 (A-D)	MS-IX-2	Testing Your Career Knowledge
58 (A-B)	MS-II-6 HS-V-4 A-V-1	The Closed Mind
59 (A-B)	MS-IX-3	Decisions, Decisions
60 (A-B)	MS-V-3	Mary, Jan and Harold
61	EL-VII-1, VII-2 MS-VII-1	Work Rating Scale
62	MS-XII-6 HS-IX-4	4-Year Plan
63	HS-IV-6	The Return on Your Investment
64	EL-IX-3	The Bumble Bee
65	MS-VIII-4	Then and Now
66	MS-III-1	Feeling Loss
67 (A-E)	MS-X-3 HS-X-4	Me As...
68	MS-XI-1 HS-XI-5 A-XI-3	Female/Male Checklist
69 (A-B)	HS-I-1 A-I-2, I-4	Self-Knowledge Worksheet
70 (A-B)	EL-III-5	A Relaxation Script
71	MS-X-6 HS-X-2 A-X-1, X-4	Time Priorities
72	HS-I-4 A-IX-4	Do Without List
73	EL-IV-2, IV-5 MS-IV-3, IV-4 A-IV-4	Me in School

Master	Competencies	Title
74	MS-III-6, X-6 HS-X-5, X-7 A-X-3	Things I Like To Do
75	EL-VII-4 MS-II-3	Blind, Speechless and Paralyzed
76	MS-IV-7 HS-IV-1, IV-2, IV-5, VII-2, X-8, XI-4, XII-6	My Skill Record
77	EL-XI-1 HS-V-3	Reasons Why People Work
78	MS-XI-3 HS-XI-1 A-XI-1	Attitudes Toward Sex Roles
79 (A-B)	HS-VI-6, VII-1, VII-5, VII-8, XII-4 A-II-4, VI-1, VII-2, VII-3, VII-9	Finding Employment
80 (A-B)	MS-II-4 HS-1-2	How To Criticize
81 (A-B)	EL-IV-7 MS-IX-7, XII-5 HS-XII-2, XII-7 A-IV-1, IV-2	Job Training After H.S.
82 (A-D)	EL-VII-1 MS-IV-7, VI-5, XII-4 HS-IV-1, IV-2, IV-5, VI-4, VI-5, VII-2, X-8, XI-4, XII-6 A-I-3, I-4, VI-5, VII-10, XII-3	Skills Checklist
83	MS-IV-7, IX-4, XI-2, XII-2, XII-3, XII-6 HS-VII-2, IX-4, XI-2, XI-4	School Courses
84	EL-XII-2 MS-IV-5 HS-IV-5, VII-2, XI-4 A-VII-10	Workplace Basics
85 (A-B)	MS-VII-3 HS-VII-4 A-VII-4	Application for Employment
86 (A-G)	MS-VI-2, VI-4, VI-6 HS-IX-1 A-VI-2	Career Interest Areas

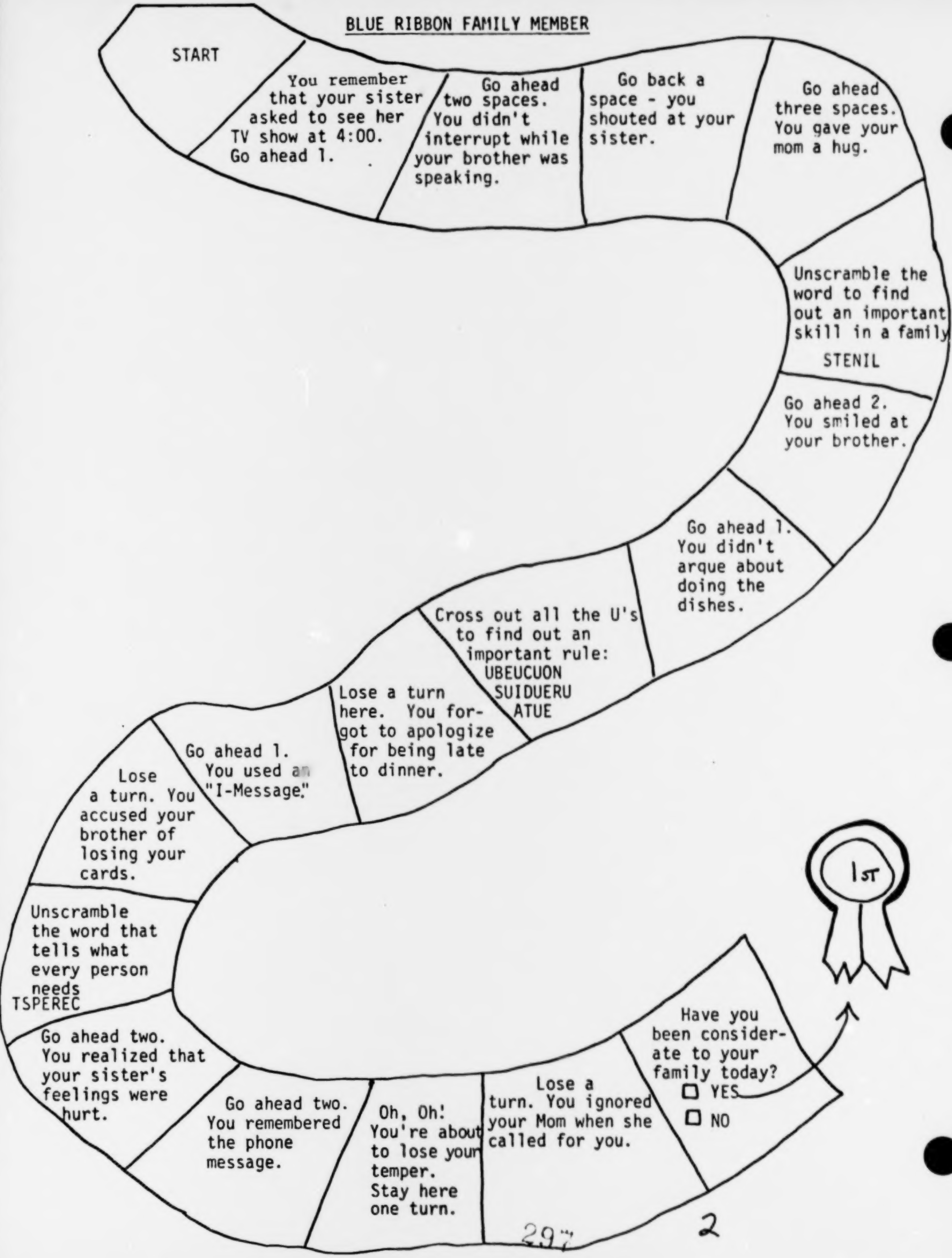
Master		Competencies	Title
87	(A-J)	EL-IV-7 MS-IV-8, XII-2 HS-IV-3 A-VI-4	I Am Good At/Career Chart
88		MS-I-4 HS-X-2	Prioritizing Activities
89		EL-XI-3 MS-X-2	Help Wanted
90		MS-III-4 HS-III-1, III-2, X-1, XII-1 A-III-1, III-2, III-3, V-2, X-2	Life Span Chart
91		MS-I-1	Self-Appraisal Worksheet
92		MS-I-1	What I Am Like
93	(A-C)	MS-XII-5 HS-VII-10 A-II-5	Lifestyle Worksheet
94		EL-V-5, VI-4	My Resume
95	(A-B)	MS-IV-6 HS-VI-8, XII-1, XII-3 A-VIII-3	Working Life of Joe Schmoe
96	(A-B)	EL-I-6, VIII-1	Wants and Needs
97	(A-B)	EL-IX-5	Making Choices
98	(A-D)	EL-VI-8 HS-XII-4 A-II-4, VI-7, VII-1, VII-3, IX-5, IX-6	Career Interview
99		EL-VI-8	My __________
100		EL-VI-6 HS-VII-7 A-IX-2	Working Conditions
101	(A-C)	EL-II-3, III-4	Behaviors
102		EL-IV-7	What Are My Education Choices?
103		EL-XII-3 A-XII-1	My Goals

Master	Competencies	Title
104	EL-I-3	Three Faces
105	EL-III-2	Toss A Feeling
106	El-I-2	Family Persuasion
107	HS-VI-4	Ladders and Spheres
108	HS-VI-8, VIII-3, XII-3 A-VII-7, VIII-3	The Changing Workplace
109 (A-B)	HS-II-3	Situations At Work
110 (A-B)	HS-II-1 A-II-3, X-4	Chart: Aggressive, Passive & Assertive
111	HS-VI-7, VIII-3 A-VI-3, VIII-2	Where The Jobs Are
112	HS-VI-6, XII-4 A-VI-1, VII-9	Career Share
113	HS-I-3	Personality Checklist
114	HS-X-3	My Fantasy Future
115 (A-N)	HS-VI-1, IX-1, XII-7 A-IV-1	Career Training
116 (A-E)	HS-VII-4 A-VII-4	Resume Worksheet
117 (A-C)	HS-IX-6 A-V-3	Money For School
118 (A-D)	HS-XII-5 A-VI-5, XII-3	Starting Your Own Business
119	HS-IX-5	June Of My Senior Year
120	HS-XII-8	Senior Exit Survey
121 (A-D)	A-XII-4	Pre-Retirement Planning

ME TREE



BLUE RIBBON FAMILY MEMBER



START

You remember that your sister asked to see her TV show at 4:00. Go ahead 1.

Go ahead two spaces. You didn't interrupt while your brother was speaking.

Go back a space - you shouted at your sister.

Go ahead three spaces. You gave your mom a hug.

Unscramble the word to find out an important skill in a family

STENIL

Go ahead 2. You smiled at your brother.

Go ahead 1. You didn't argue about doing the dishes.

Cross out all the U's to find out an important rule:

UBEUCUON
SUIDUERU
ATUE

Lose a turn here. You forgot to apologize for being late to dinner.

Go ahead 1. You used an "I-Message."

Lose a turn. You accused your brother of losing your cards.

Unscramble the word that tells what every person needs

TSPEREC

Go ahead two. You realized that your sister's feelings were hurt.

Go ahead two. You remembered the phone message.

Oh, Oh! You're about to lose your temper. Stay here one turn.

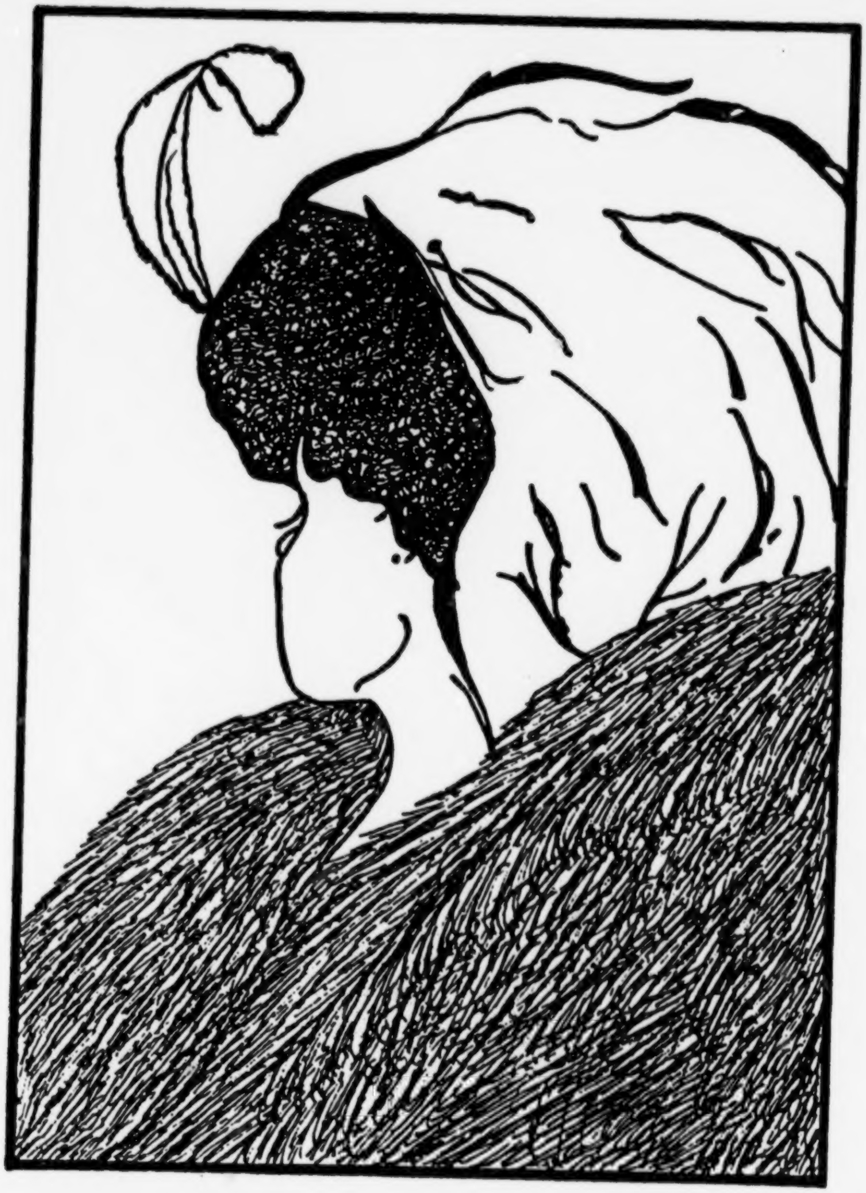
Lose a turn. You ignored your Mom when she called for you.

Have you been considerate to your family today?

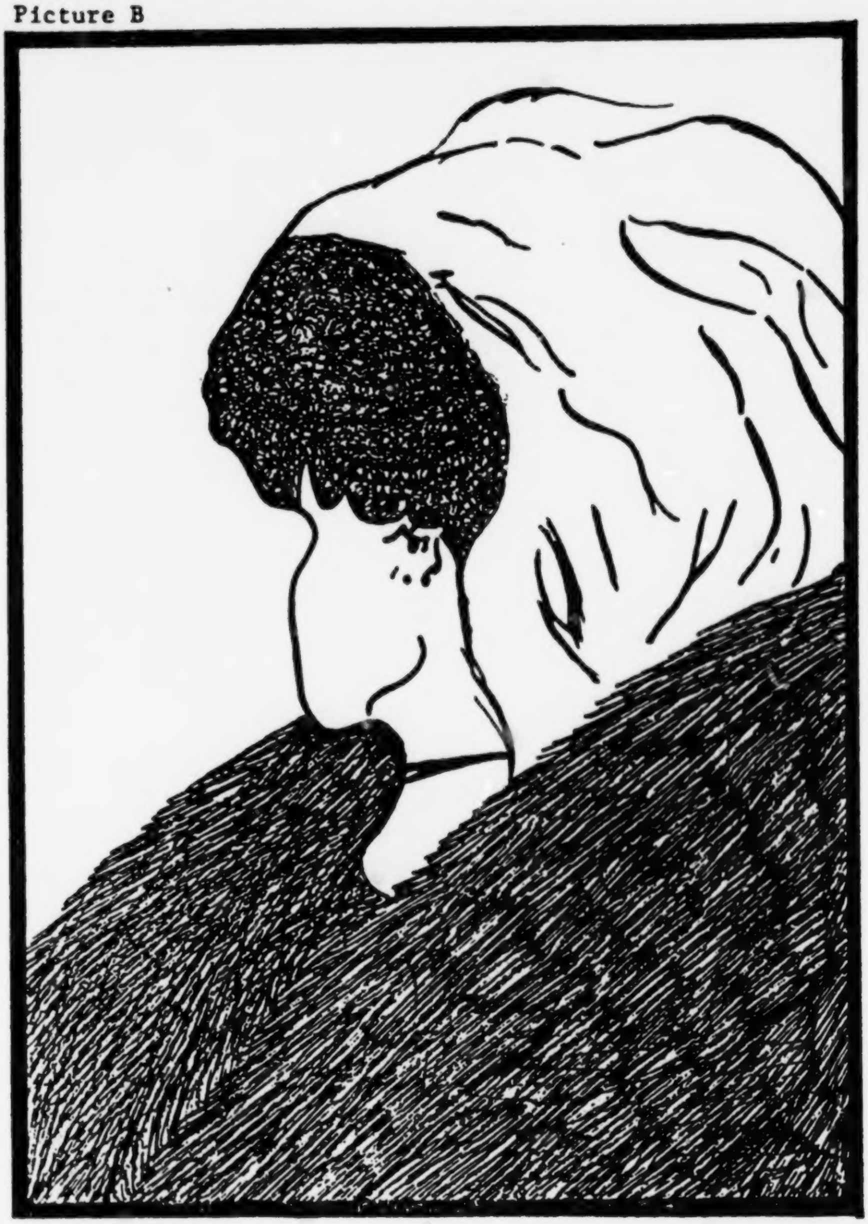
☐ YES

☐ NO

Picture A

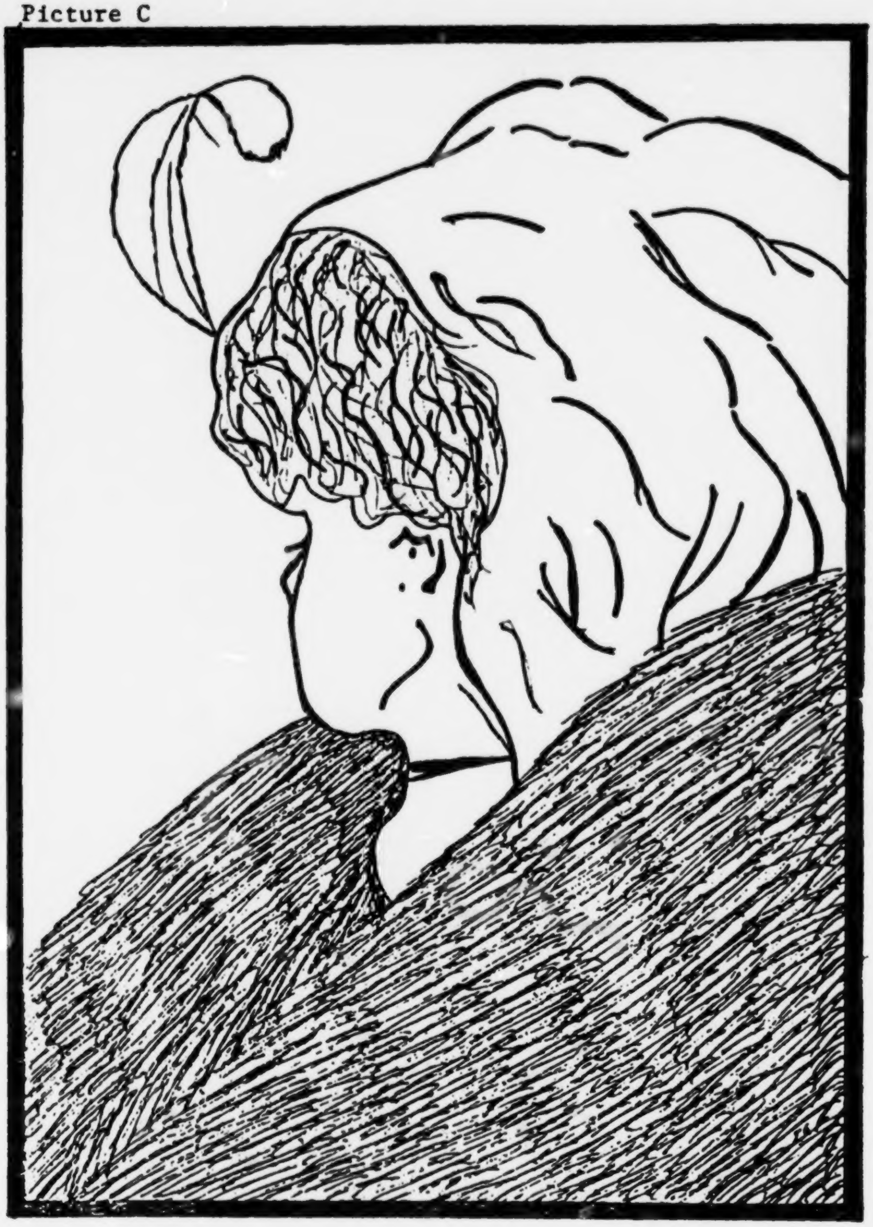


Picture B



3-B

Picture C



3-C

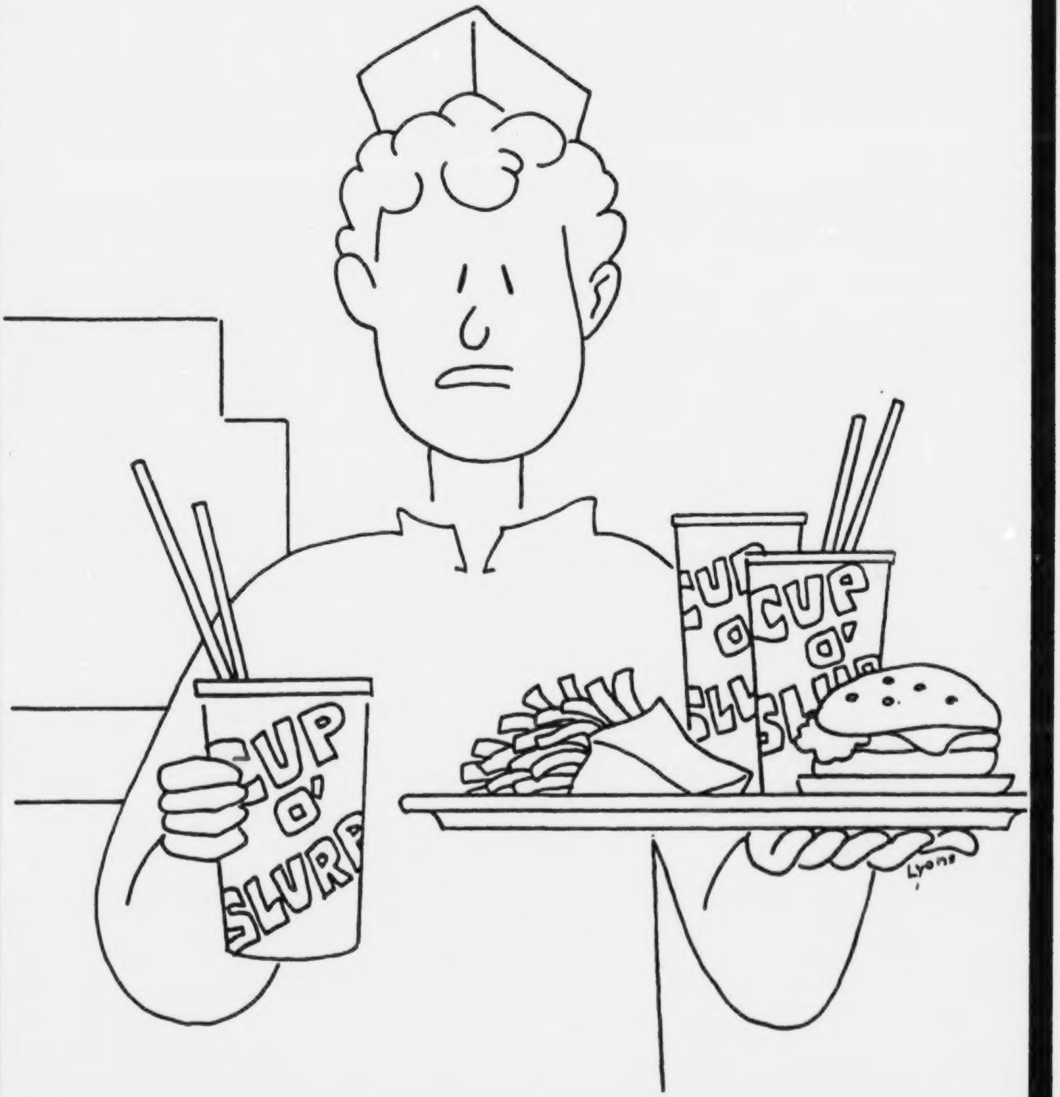
QUIZ

1. Read everything completely before doing anything.
2. Write your full name at the top right corner of this paper.
3. Put an "X" in the bottom left corner of this sheet.
4. Subtract your age from the number of students in this class and write your answer in the bottom right corner of this paper.
5. Draw a circle around number 1.
6. Multiply the number of people in your family by the number of months in a leap year. Write your answer here_________.
7. Draw a box around the word in sentence #2 that has six different letters of the alphabet.
8. Look at the title of this paper. Now draw a triangle around all the vowels in this title.
9. Draw a picture of your favorite animal on the back of this sheet.
10. Look at sentence #2. Now draw a circle around the consonants in that sentence.
11. Look at the numbers in front of each sentence. Write them down in a column on the back of this sheet. Now add these figures and put your answer here________.
12. Do you like to take tests? Yes_____ No_____
13. How many days are in a leap year? _____
14. How many seconds are in one day? _____
15. Now that you have read everything completely, follow only the directions given in sentence #1 and #2. Now turn your paper over and wait until everyone else is finished.

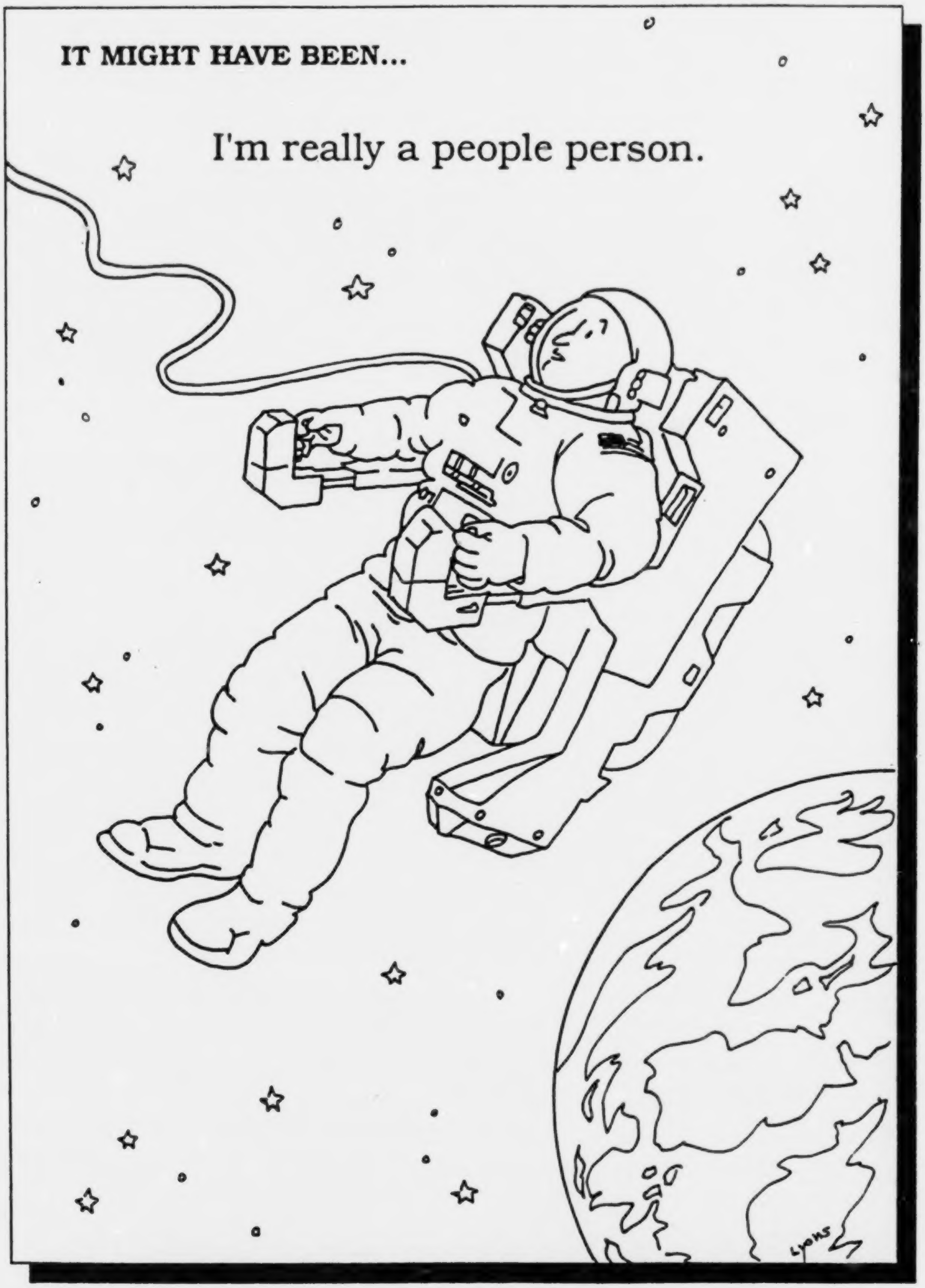
IT MIGHT HAVE BEEN

"FOR ALL SAD WORDS OF TONGUE OR PEN,
THE SADDEST ARE THESE: 'IT MIGHT HAVE BEEN!'"
—John Greenleaf Whittier

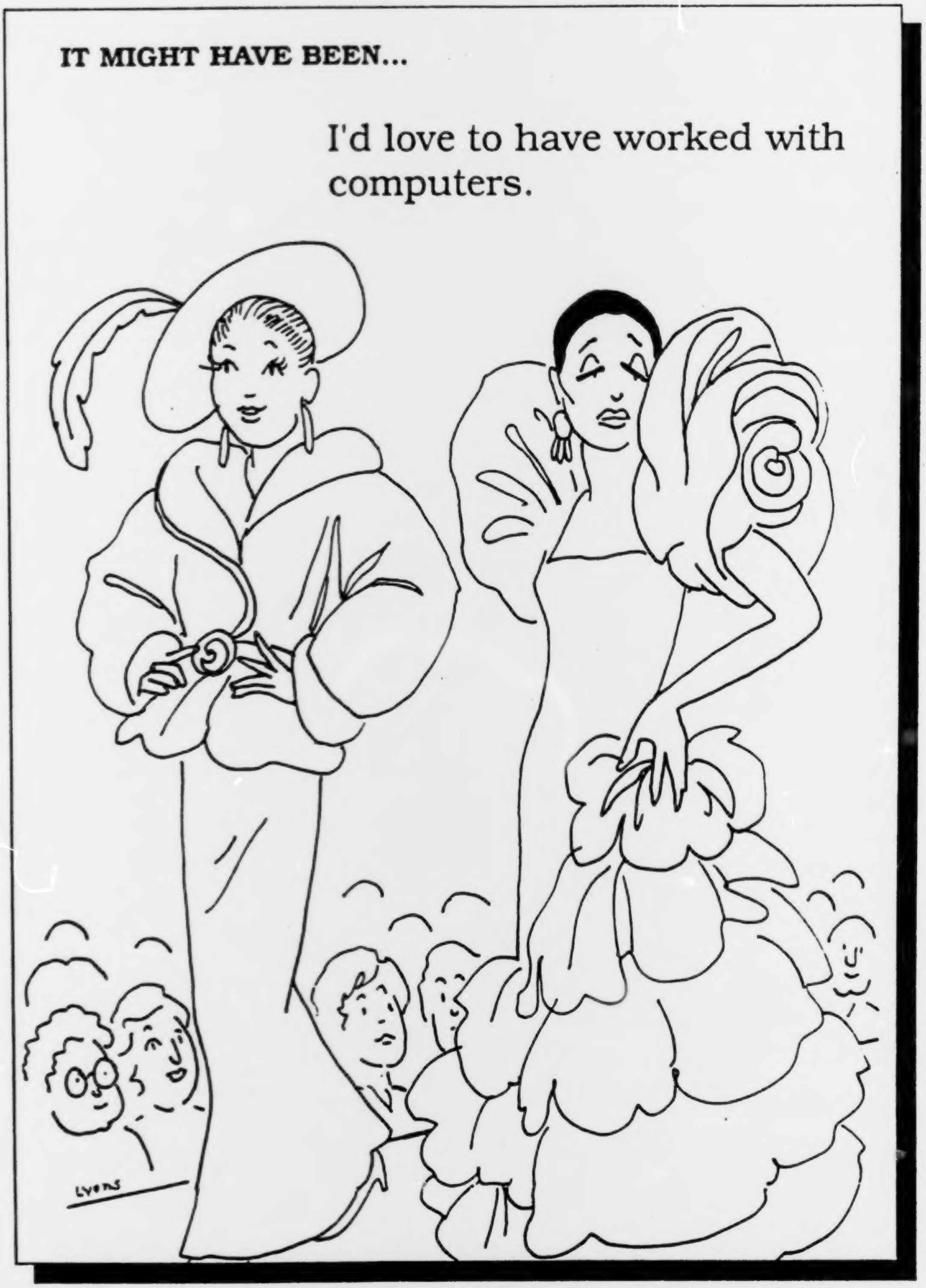
I really wanted to be an archeologist.


CUP O' SLURP
CUP O' SLURP
CUP O' SLURP
Lyons

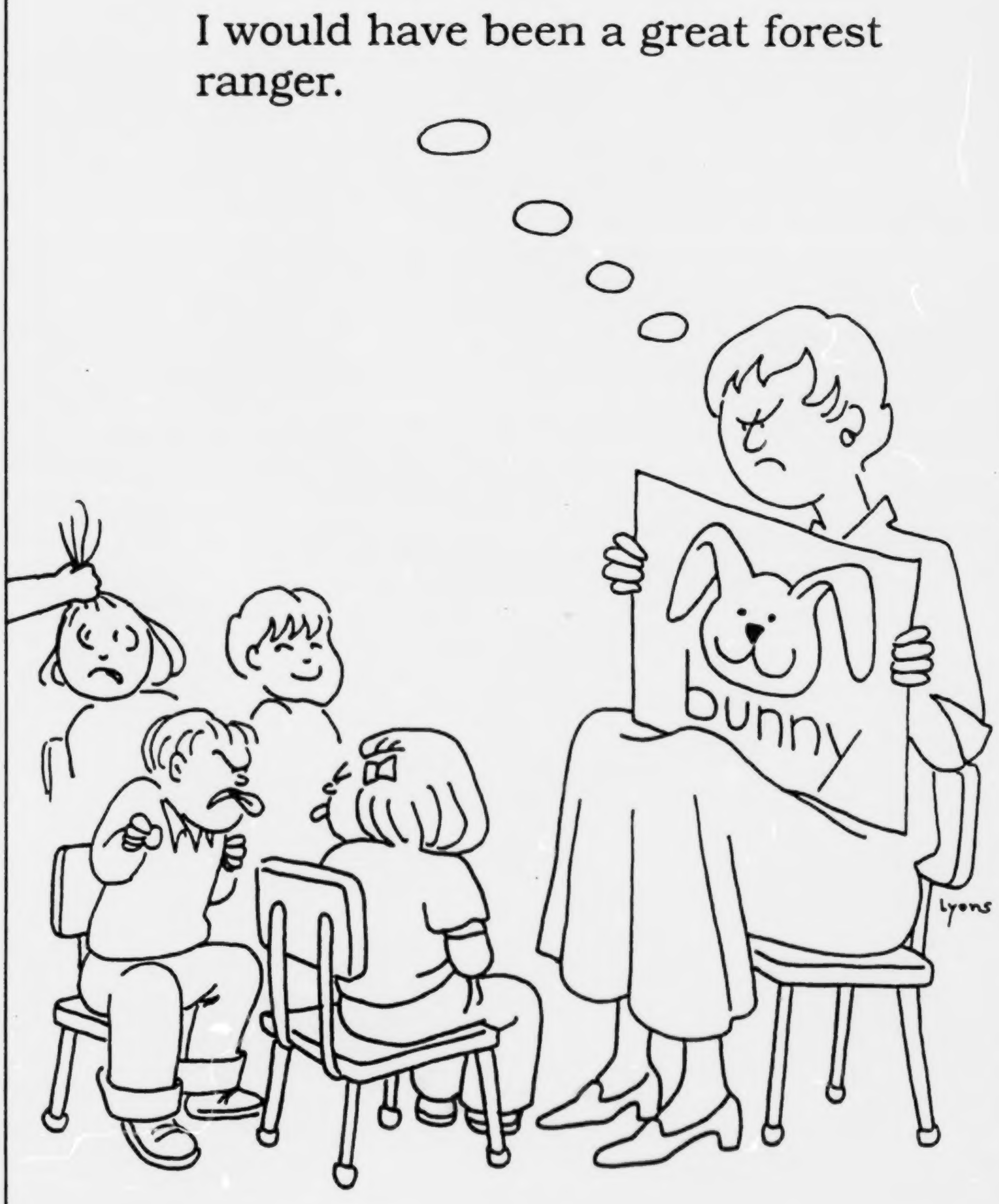
5-A


IT MIGHT HAVE BEEN...
I'm really a people person.
Lyons

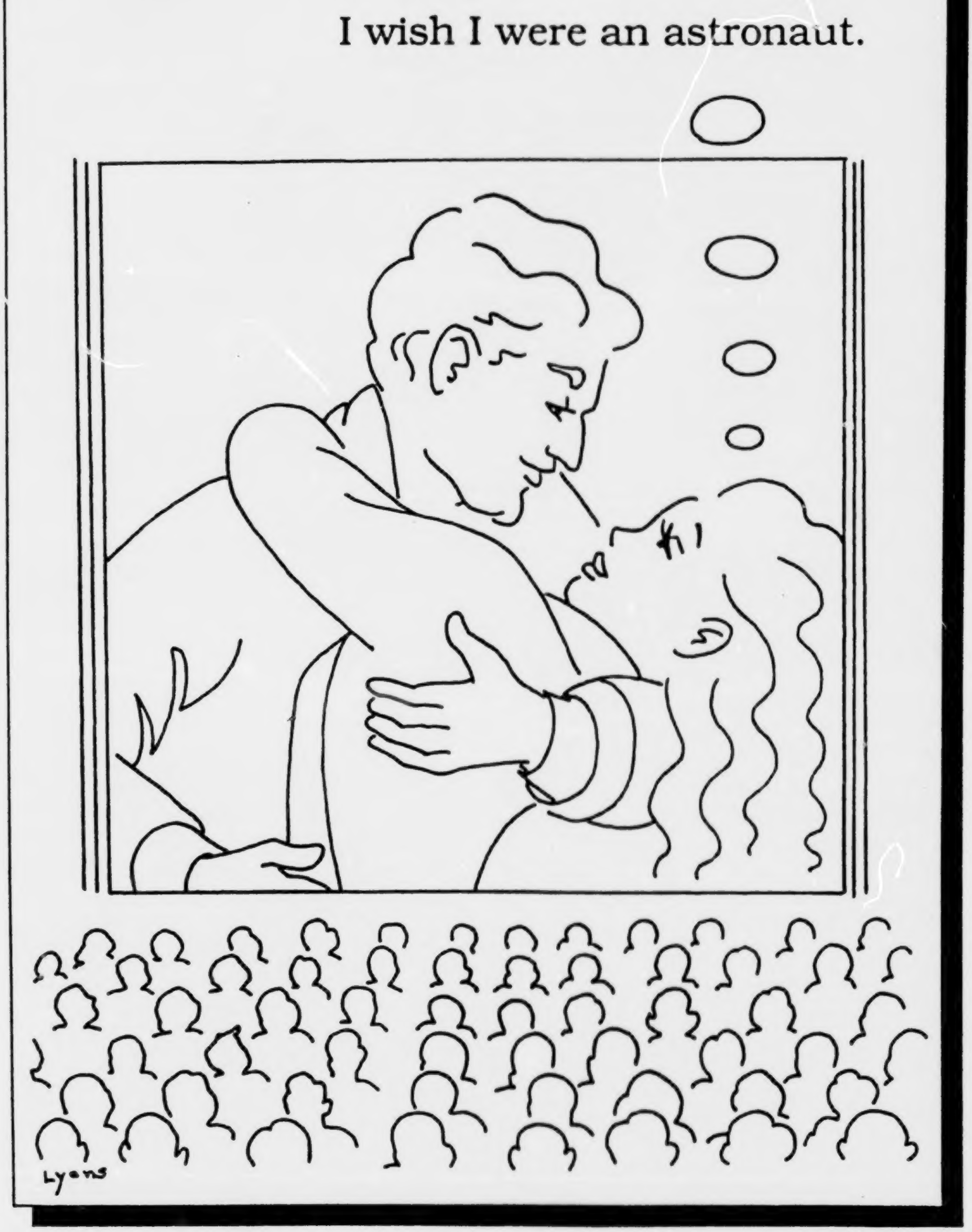
5-B


IT MIGHT HAVE BEEN...
I'd love to have worked with computers.
LYONS

IT MIGHT HAVE BEEN...


I would have been a great forest ranger.
bunny
Lyons

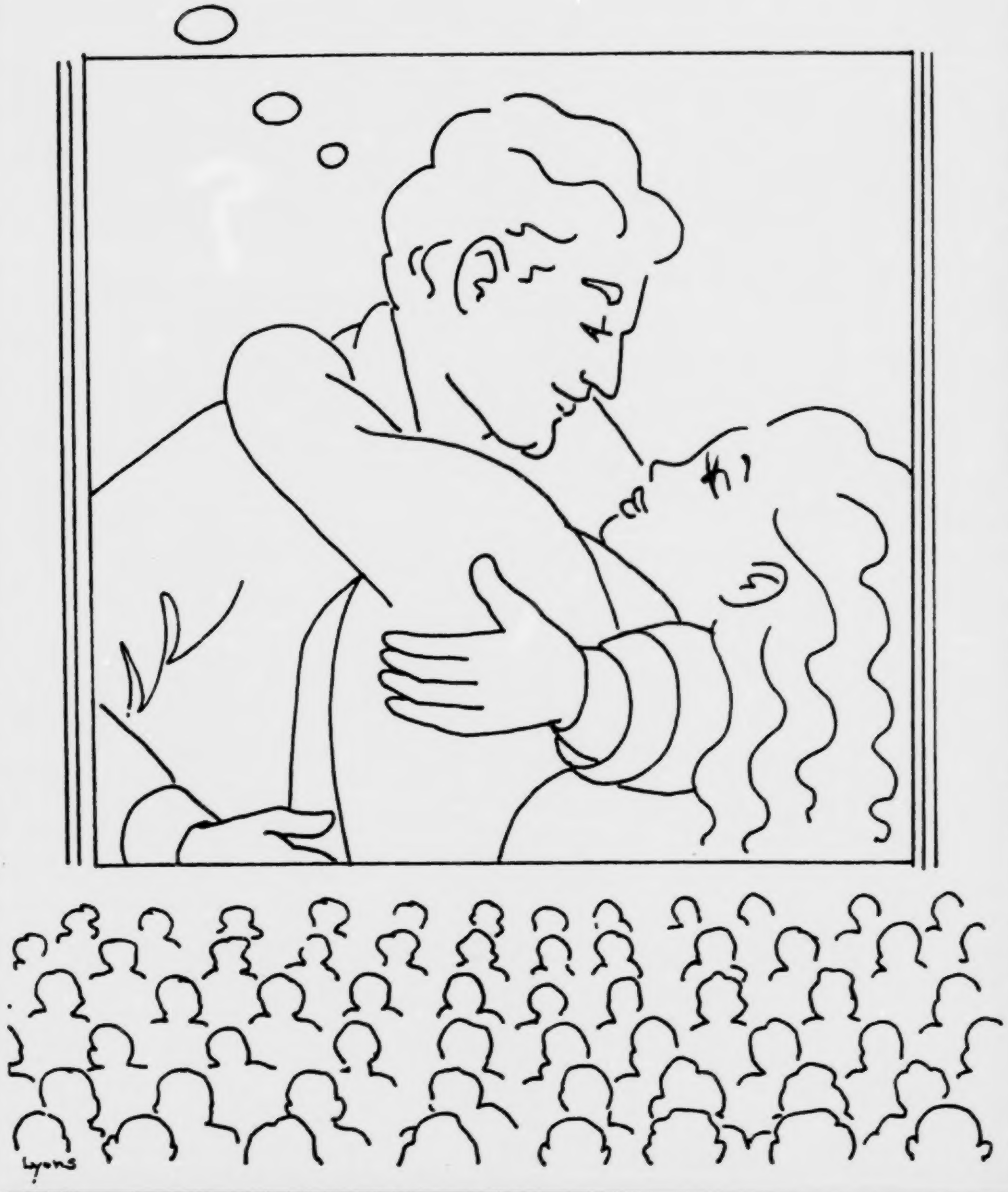
IT MIGHT HAVE BEEN...


I wish I were an astronaut.
Lyons

5-E

IT MIGHT HAVE BEEN...

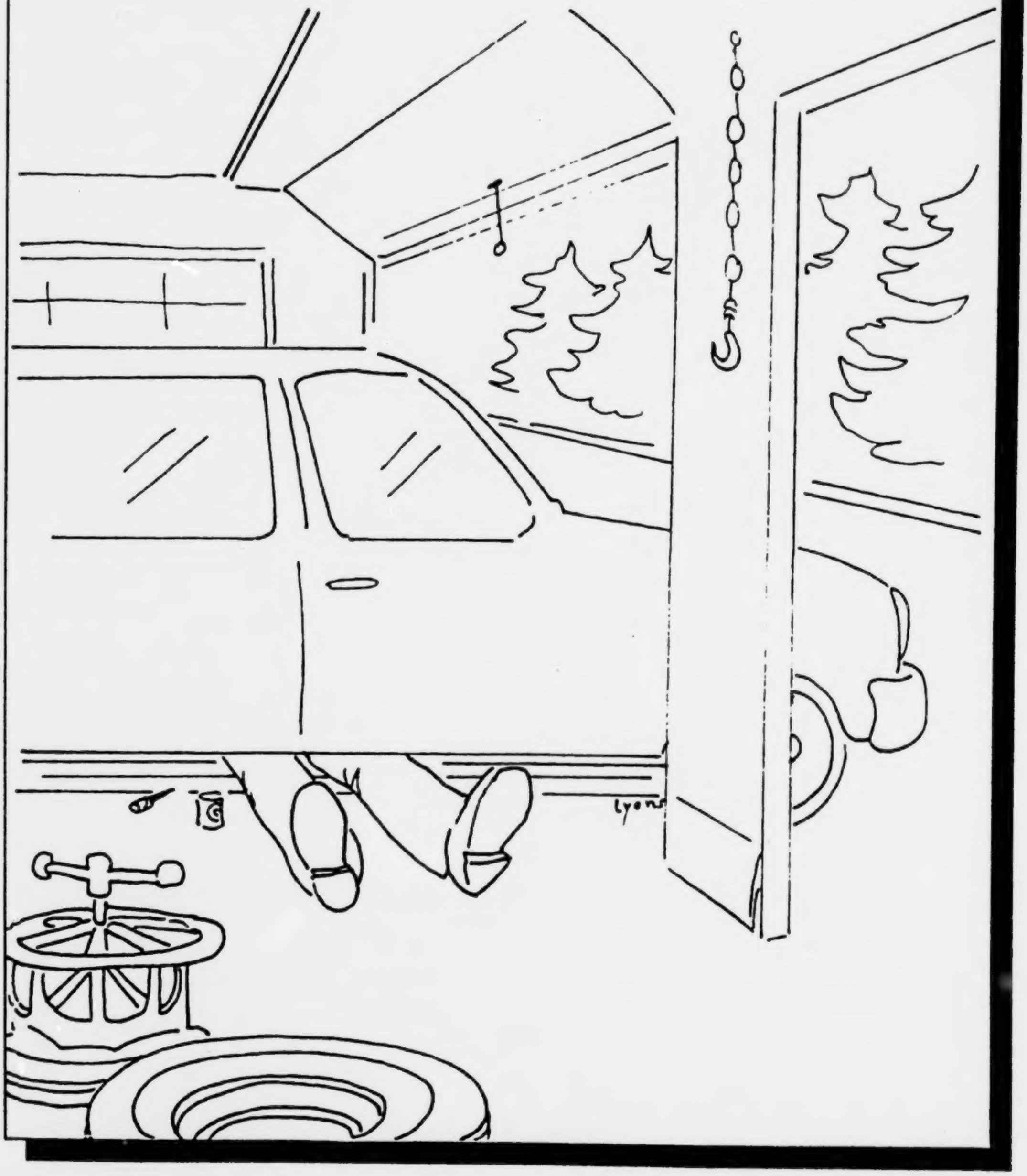
I always wanted to work on cars.



5-F

IT MIGHT HAVE BEEN...

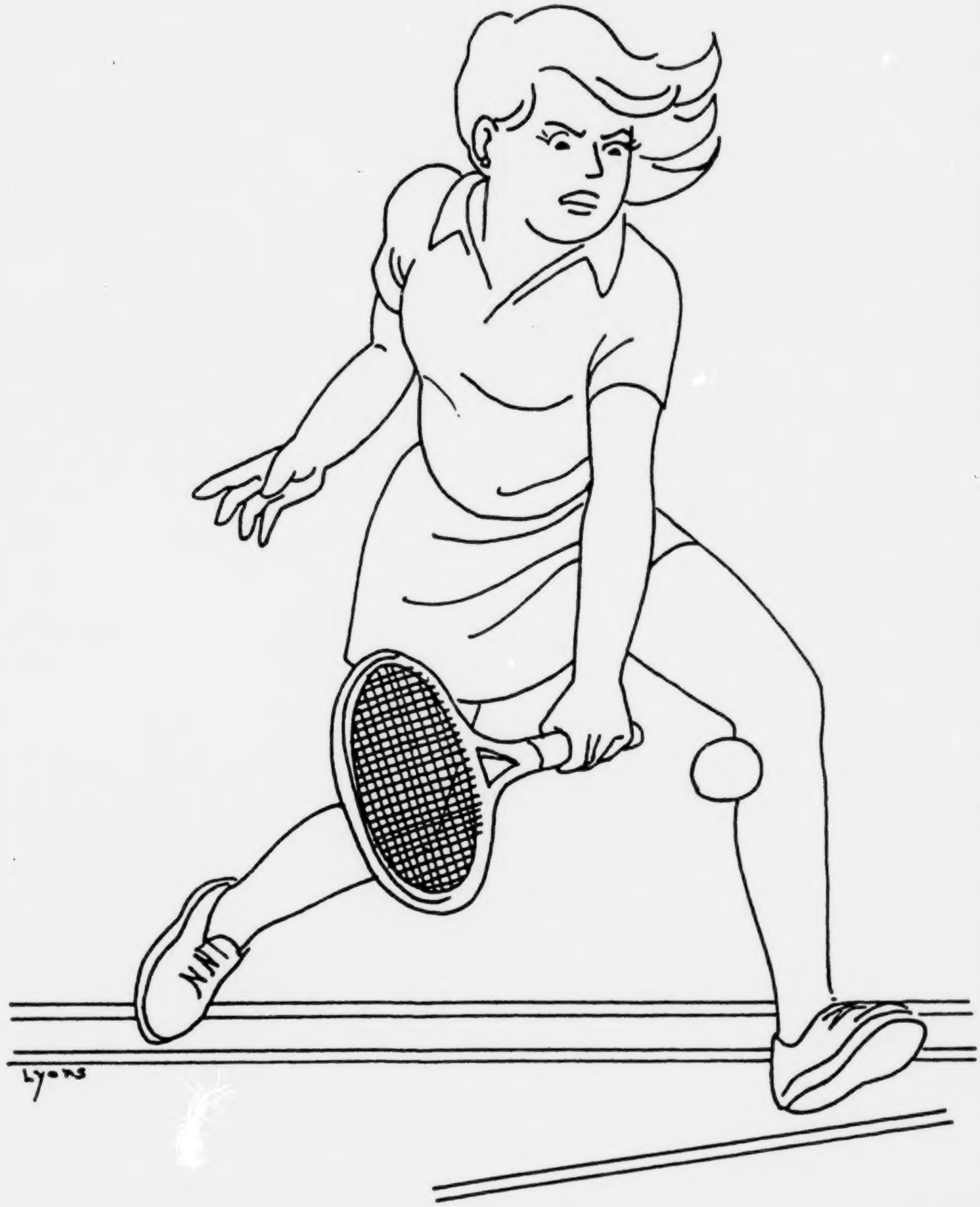
I know I could have made it as an actor.



5-G

IT MIGHT HAVE BEEN...

I might have been a sheep farmer.



LOST AT SEA INDIVIDUAL WORKSHEET

Name____________________________________

Group___________________________________

Instructions: You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles southwest of the nearest land.

Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.

Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

____Sextant

____Shaving mirror

____Five-gallon can of water

____Mosquito netting

____One case of U.S. Army C rations

____Maps of the Pacific Ocean

____Seat cushion (flotation device approved by the Coast Guard)

____Two-gallon can of oil-gas mixture

____Small transistor radio

____Shark repellent

____Twenty square feet of opaque plastic

____One quart of 160-proof Puerto Rican rum

____Fifteen feet of nylon rope

____Two boxes of chocolate bars

____Fishing kit

6-A

LOST AT SEA ANSWER AND RATIONALE SHEET

According to the "experts," the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival until rescuers arrive. Articles for navigation are of little importance. Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C Sea Rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. Shaving mirror - Critical for signaling air-sea rescue.

2. Two-gallon can of oil-gas mixture - Critical for signaling--the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).

3. Five-gallon can of water - Necessary to replenish loss by perspiring, etc.

4. One case of U.S. Army C rations - Provides basic food intake.

5. Twenty square feet of opaque plastic - Utilized to collect rain water, provide shelter from the elements.

6. Two boxes of chocolate bars - A reserve food supply.

7. Fishing kit - Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.

8. Fifteen feet of nylon rope - May be used to lash equipment together to prevent it from falling overboard.

9. Floating seat cushion - If someone fell overboard, it could function as a life preserver.

10. Shark repellent - Obvious.

11. One quart of 160-proof Puerto Rican rum - Contains 80 percent alcohol--enough to use as a potential antiseptic for any injuries incurred; of little value otherwise, will cause dehydration if ingested.

12. Small transistor radio - Of little value since there is no transmitter (unfortunately, you are out of your favorite AM radio stations).

13. Maps of the Pacific Ocean - Worthless without additional navigational equipment--it does not really matter where you are but where the rescuers are.

14. Mosquito netting - There are no mosquitoes in the mid Pacific.

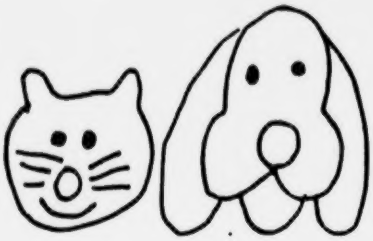
15. Sextant - Without tables and a chronometer, relatively useless.

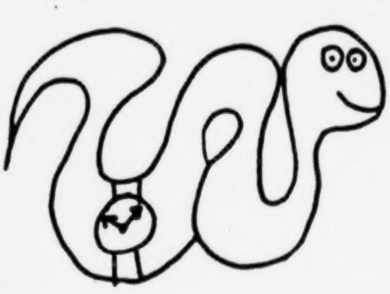
The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

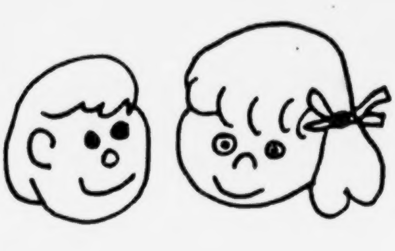
WHICH PERSON IN THIS CLASS...

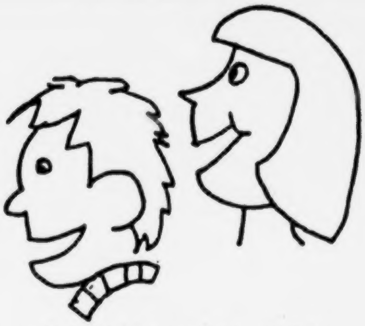
Has blue eyes?

Happy
birthday
Has a birthday this month?


Has a dog or cat?


Is wearing a watch?

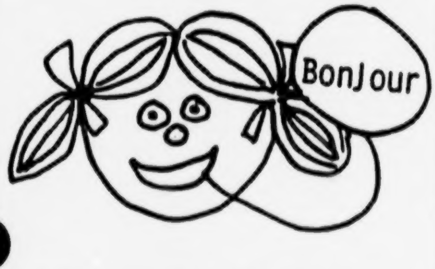

Has brothers or sisters?


Is taller than you?

Has a BIG smile?

Has gone camping?

Has gone fishing?

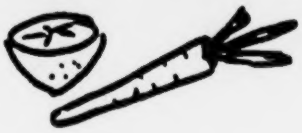


Can speak a different language?

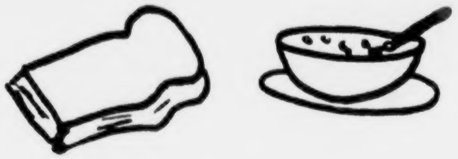
Is the only child in the family?

Can play a musical instrument?

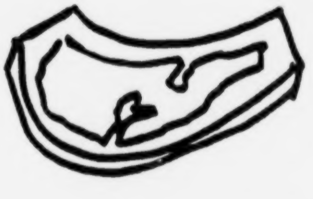
My favorite food from
the Vegetable-Fruit Group



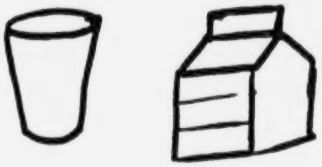
My favorite food from
the Bread-Cereal Group

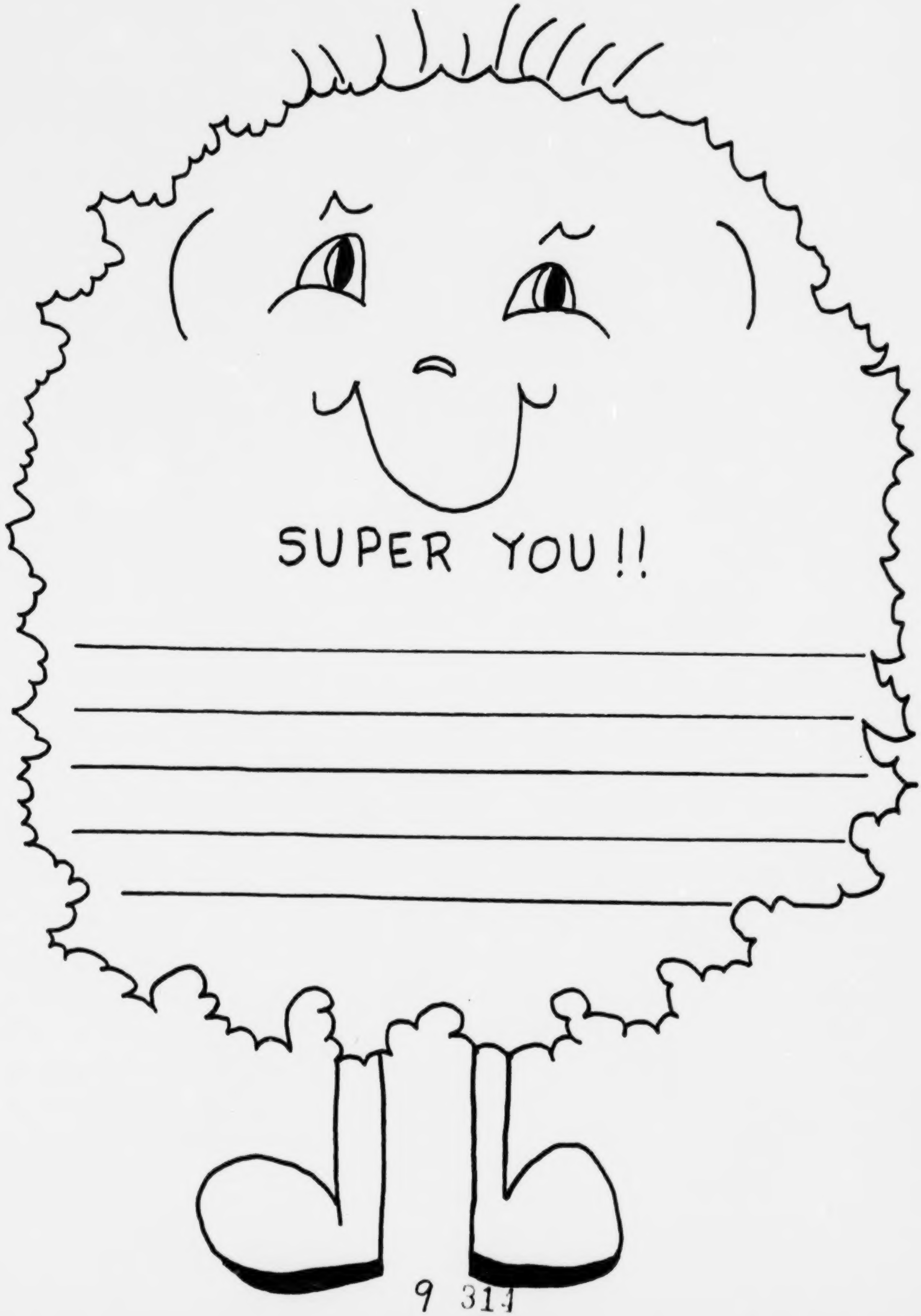


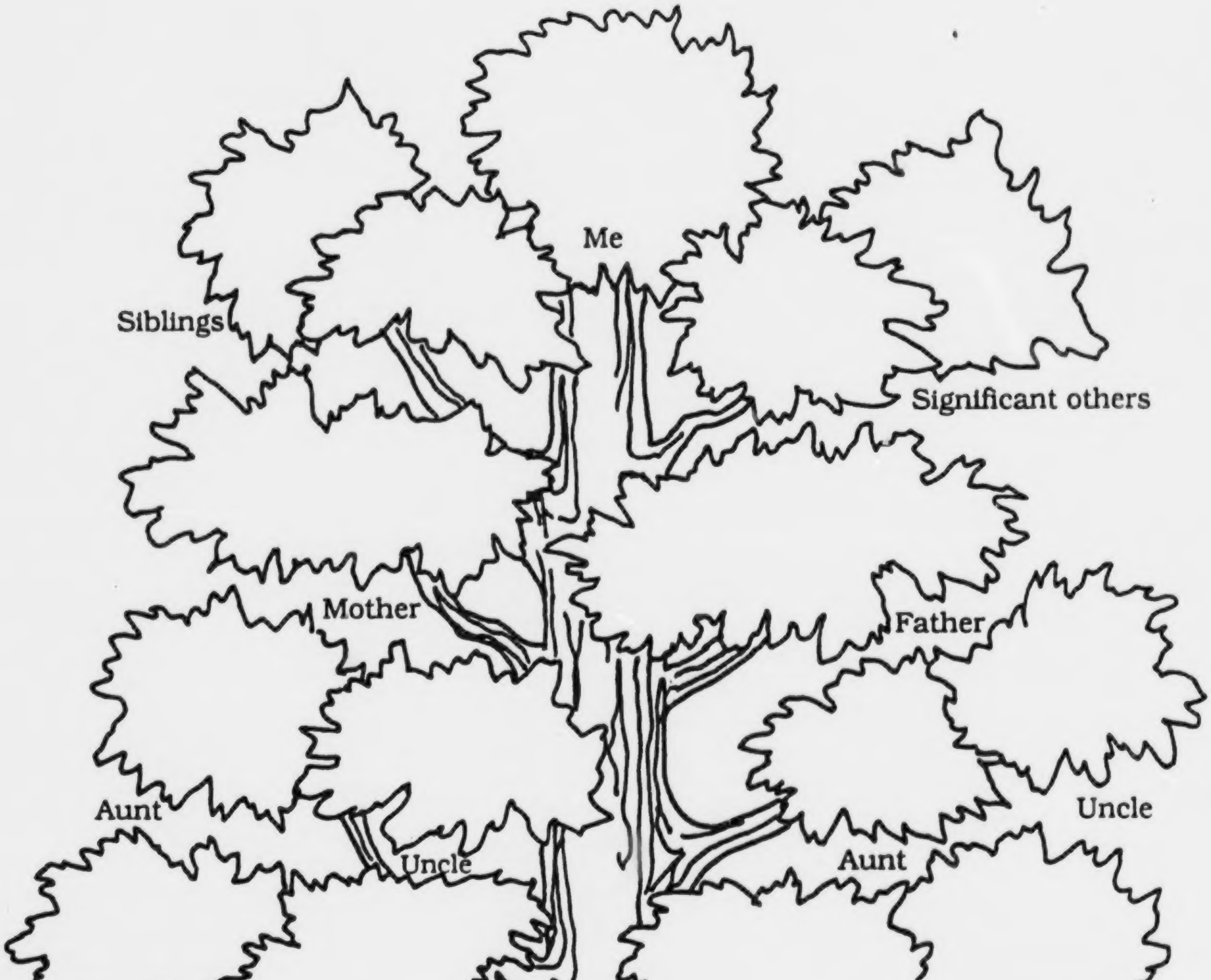
My favorite food from
the Meat Group



My favorite food from
the Milk Group



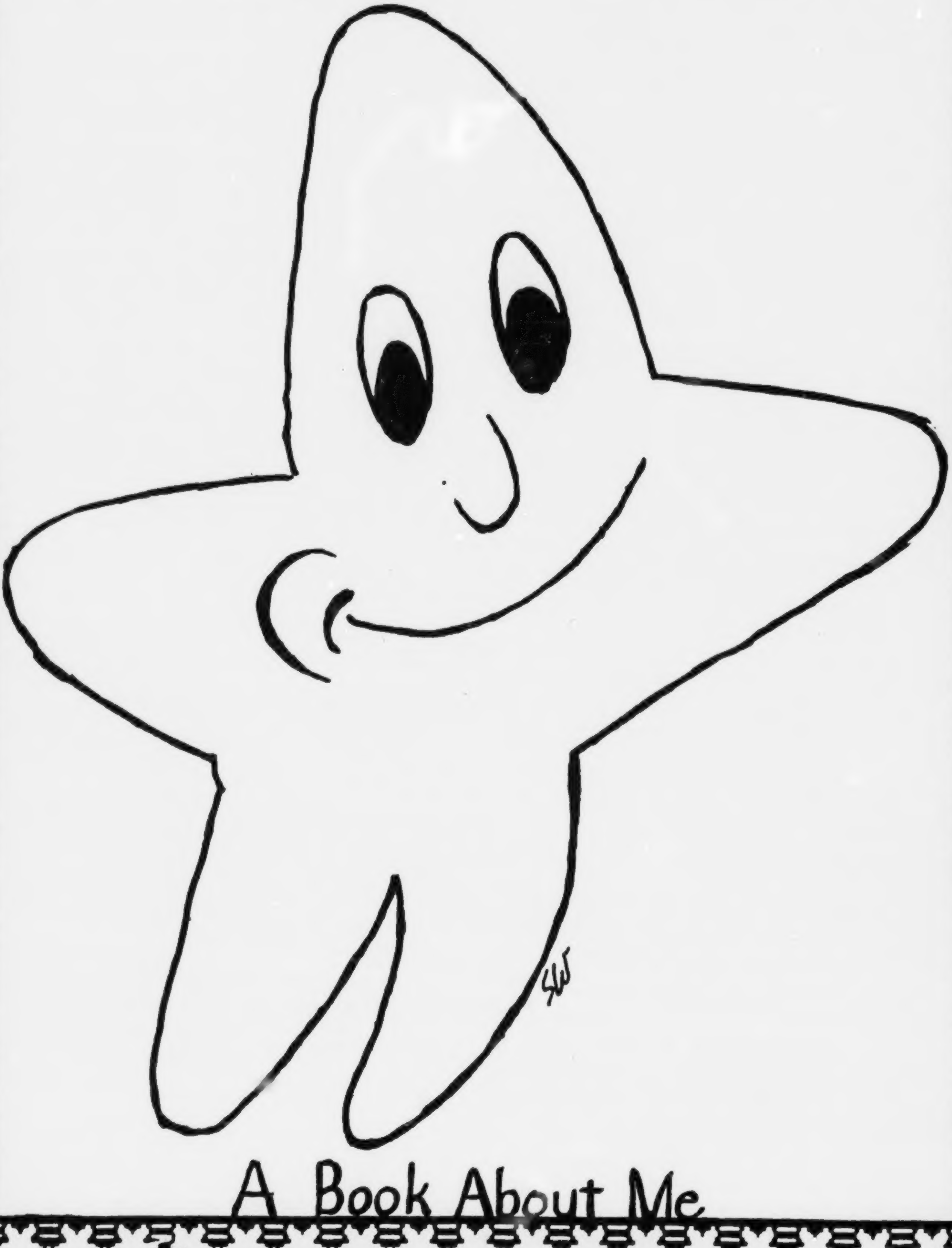

SUPER YOU!!


Me
Siblings
Significant others
Mother
Father
Aunt
Uncle
Uncle
Aunt
Grandmother
Grandfather
Grandmother
Grandfather

FAMILY JOB TREE

In what ways do you think your family history of jobs/careers might affect your career choices?

I AM A STAR



A Book About Me

11-A

My family and pets.

11-B

This is my home.

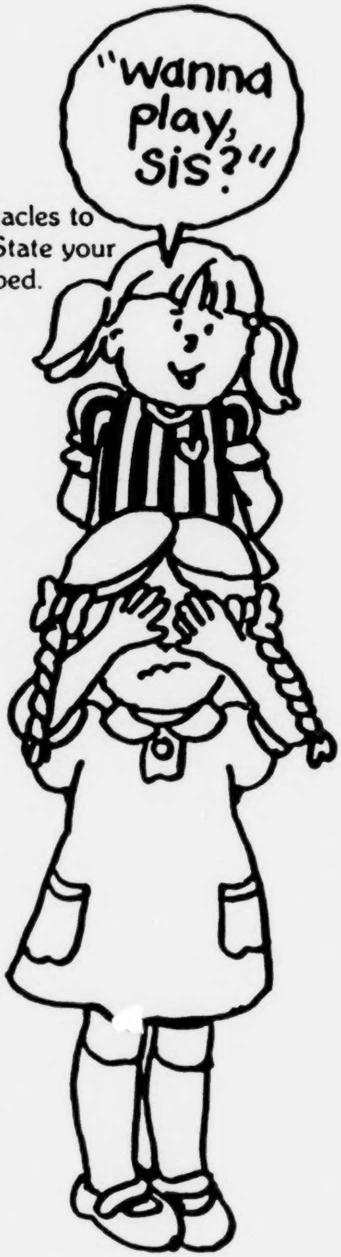
This is me. I am a star.

11-D 319

These things make me shine.

When I grow up, I want to be . . .

Stating Goals, Problems and Solutions


"wanna play, sis?"

Taking charge of your life requires that you set goals, identify obstacles to reaching these goals, and determine solutions to these obstacles. State your goals, your problem, your solution to both of the situations described.

Scenario #1 — You have a younger sister or brother who always wants to play with you. You are 3 years older than s/he and enjoy activities with your own friends.

My goal: ____________________

My problem: ____________________

____

____

My solution: ____________________

____

____

Scenario #2 — For years you have wanted to play on your school's basketball team. Finally you are chosen for the team, but practices are at the same time as play practice. You enjoy acting and your teacher has offered you the lead in this year's play.

My goal: ____________________

My problem: ____________________

____

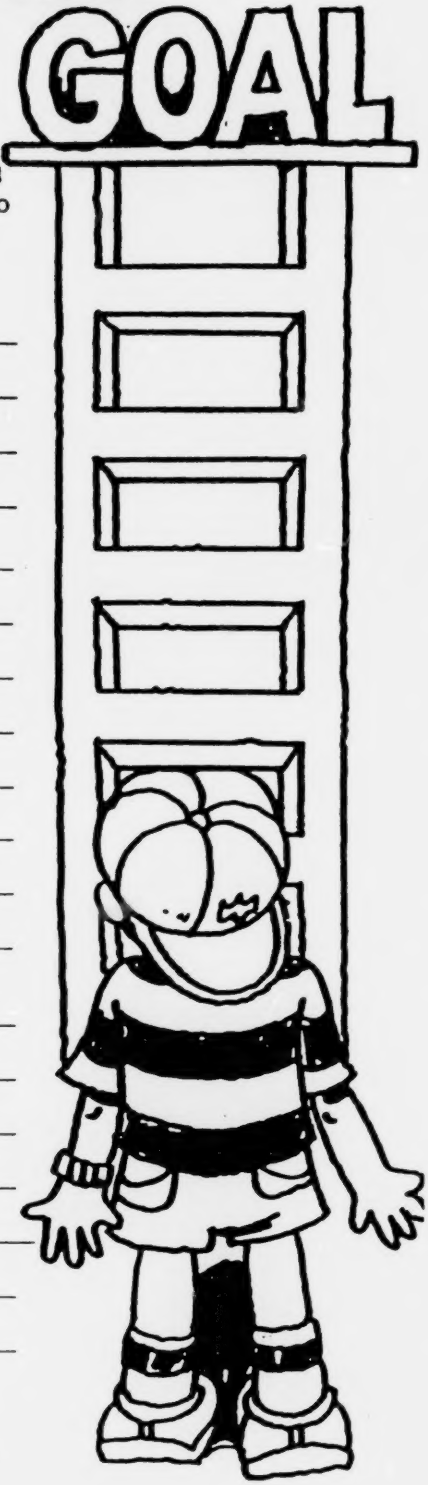
____

My solution: ____________________

____

____

My Goal, Problem and Solution



- Take greater charge of your life by setting a goal, identifying obstacles to reaching this goal, and determining a solution to these obstacles. State your situation below.

My goal: ______________________________

____

____

____

My problem: ______________________________

____

____

____

____

____

____

____

My solution: ______________________________

____

____

____

____

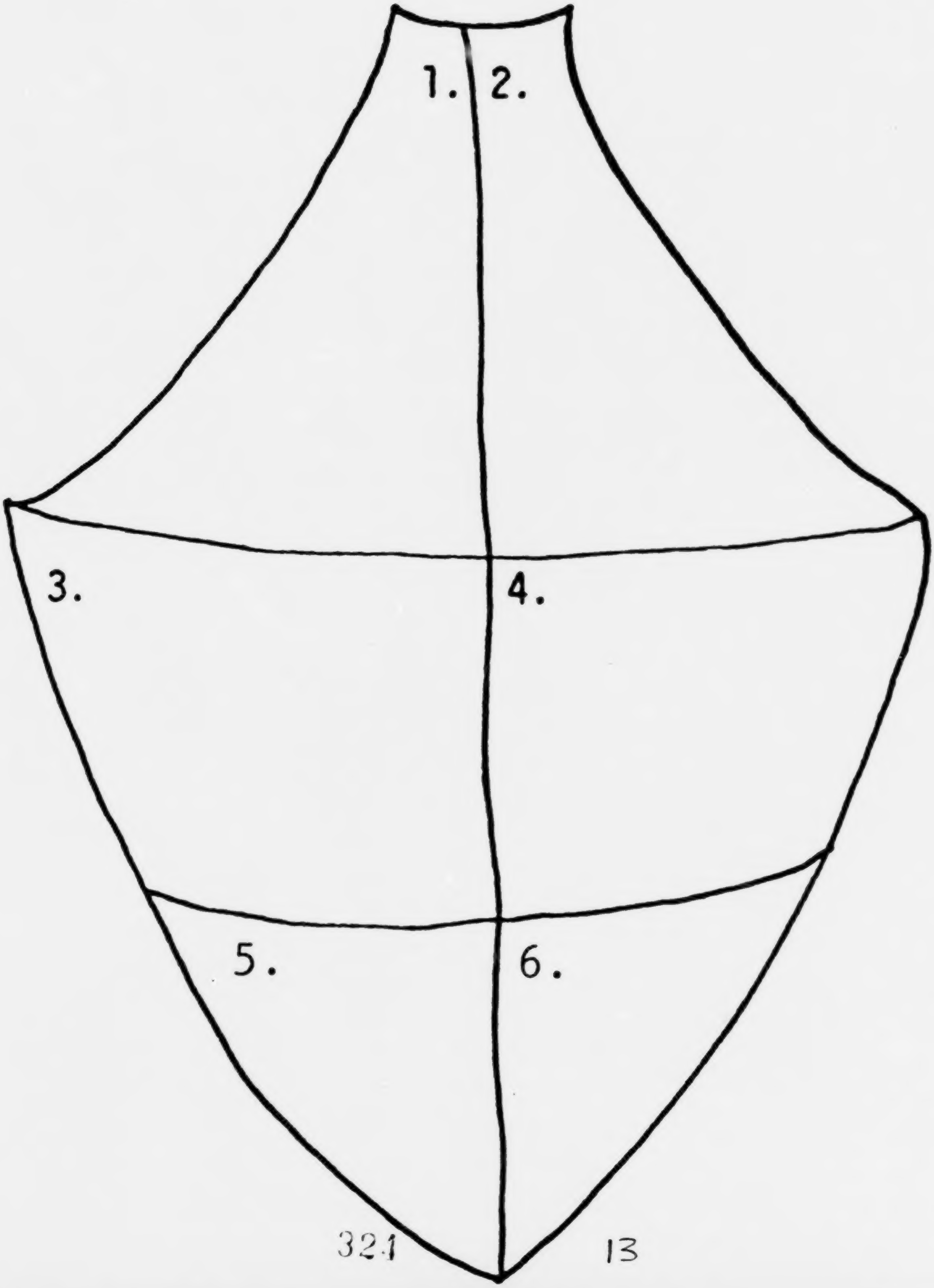
____

____

- Ask your teacher and classmates to help you further clarify your goal-setting and problem-solving techniques.

12-B

COAT OF ARMS



Hooray For Me!

My name ______________________________

I am child to ______________________________

I am brother/sister to ______________________________

I am grandchild to ______________________________

I am niece/nephew to ______________________________

I am cousin to ______________________________

I am neighbor to ______________________________

I am friend to ______________________________

I am student to ______________________________

Any others ______________________________

____

WHAT CAN I DO?

DIRECTIONS: Check each job that you think you could do for your family with little or no help from another person.

To Mom and/or Dad:

I am interested in knowing what kinds of activities you think I could accomplish in our family. Please check those that you think I could do with little or no help from another person.

My List (for me)	Mom/Dad's List (for Me)
____1. Prepare Food List a. b. c.	____1. Prepare Food List a. b. c.
____2. Change Linens	____2. Change Linens
____3. Fold Laundry	____3. Fold Laundry
____4. Polish Shoes	____4. Polish Shoes
____5. Wash Car	____5. Wash Car
____6. Feed Pets	____6. Feed Pets
____7. Dust Furniture	____7. Dust Furniture
____8. Vacuum	____8. Vacuum
____9. Take Out Trash	____9. Take Out Trash
___10. Wash Dishes	___10. Wash Dishes
___11. Pick Up Magazines/Papers	___11. Pick Up Magazines/Papers
___12. Clean Mirrors	___12. Clean Mirrors
___13. Clean Bathrooms	___13. Clean Bathrooms
___14. Shop for Groceries	___14. Shop For Groceries
___15. Mop Floor	___15. Mop Floor
___16. ________Other	___16. ________Other
___17. ________Other	___17. ________Other

BINGO CARD

Choose 16 of the following words that you feel best describe you. Write one word in each one of the boxes.

friendly
quiet
curious
interested
graceful
good-looking
nice
kind

worried
left out
careful
ambitious
musical
popular
groovy
anxious

strong
neat
protective
confident
generous
responsible
sharp
sincere

helpful
lonely
lively
tired
happy
honest
excited
sensitive

doubtful
thankful
reliable
talkative
fair
proud
terrific
considerate

OUR COMMUNITY WORKERS

DIRECTIONS: Match the task/job number next to matching community worker or department. Remember that you can only use each worker or department once.

1. Takes trash away
2. Directs traffic
3. Puts out fires
4. Lights homes
5. Loans money
6. Keeps drinking water clean
7. Helps people in emergencies
8. Teaches people
9. Handles your calls
10. Takes care of waste
11. Helps people get well
12. Provides religious services
13. Helps elderly citizens
14. Provides local transportation
15. Loans books
16. Sends mail
17. Prepares meals
18. Fixes teeth
19. Cleans and repairs streets
20. Prints news

______ Water Department

______ School System

______ Bank

______ Fire Department

______ Police Department

______ Sanitation Department

______ Electric Company

______ Sewage Department

______ Rescue Squad

______ Telephone Company

______ Churches

______ Library

______ Newspaper Publisher

______ Dentist

______ Restaurant

______ Bus Company

______ Post Office Department

______ Hospital

______ Senior Citizen Center

______ Highway Department

BUSY BUSY WORLD

HOBBY-CAREER MATCH

DIRECTIONS: Many people have hobbies that can easily be careers and profitable occupations. Match the hobby or leisure time activity with a related career/occupation.

1. Writing stories
2. Singing
3. Collecting Stamps
4. Playing Golf
5. Cooking
6. Sewing
7. Boating
8. Carpentry
9. Arts & Crafts
10. Gardening
11. Animals
12. Children
13. Dancing
14. Collecting Insects

____ Pro Shop Owner

____ Postal Worker

____ Builder

____ Veterinarian

____ Teacher

____ Card Designer

____ Sewing Center Instructor

____ Nutritionist

____ Author

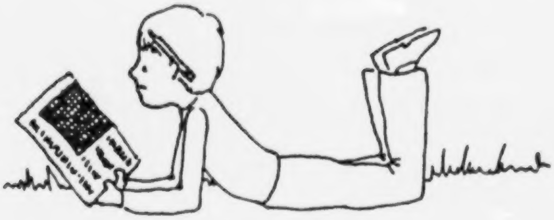
____ Recording Artist

____ Dock Attendant

____ Tree Nursery Worker

____ Naturalist

____ Choreographer



DECISION-MAKING STRATEGIES

SPONTANEOUS DECISION MAKING:

1. Immediate strategy: You don't think a long time about the decision or the options available. You just take or choose the first alternative that occurs to you.

2. Instinctive strategy: You "feel" that one of the options is the best one without studying it or looking for relevant information. You base your decision on a hunch or on intuition.

3. Wishful strategy: You select the most attractive or most wanted option without considering the risks or consequences. You only have to know what decision you want to make since you do not analyze the various options first.

DELIBERATE DECISION MAKING:

4. Planned strategy: You use a logical method to make a decision. You collect all the available information, and decide by weighing the facts.

5. Risk-free strategy: You make a decision which is most likely to be successful. It may not be the "best" decision, but it would be a safe decision.

6. Avoidance strategy: You decide by choosing an option that avoids the worst results. You choose anything except the option you think is the worst.

7. Overwhelmed strategy: You get so lost in all the available information you are unable to make an effective decision. Overwhelmed with analyzing all of the options, you become too confused to make a deliberate decision.

DELAYED DECISION MAKING:

8. Fate strategy: You put off making the decision and let external events control the decision. You leave the decision up to fate.

9. Passive strategy: You let someone else decide for you. You only carry out or accept the decision.

10. Postponement strategy: You postpone making a decision by refusing to think about it or by not acting. In effect you make a decision by not deciding.

GROUP DECISION-MAKING STRATEGIES CAN ALSO BE GROUPED INTO THREE CATEGORIES:

11. Democratic: This process involves a decision made by the majority of the group. The majority level (for example, 51% or a 2/3 vote) may vary. Averaging is a semi-democratic method.

12. Consensus: This process involves getting a unanimous or total agreement for the decision. There may be persuasive attempts to generate this unanimous decision.

13. Chance: This process involves relying on outside methods of chance for decision-making such as drawing, flipping a coin or throwing dice.

19-A

PRACTICE STRATEGIES WORKSHEET

Using the decision-making strategies, you might make your decision in one of the following ways:

1. Immediate strategy: You decide to vote for the first friend that asks you to vote for them.

2. Instinctive strategy: You have a hunch that one friend will do a better job on the council so you decide to vote for that one.

3. Wishful strategy: You wish you could vote for both since both are friends. Since you can't vote twice, you decide not to vote at all.

4. Planned strategy: You talk to both friends about their ideas for the council to determine which one best represents your views. You then decide which one will present the best ideas and will be most effective as a council representative.

5. Risk-free strategy: You decide that since you cannot vote for both friends, the best way to keep both as friends is to tell each that you voted for them. Nether will ask the other, so you are safe and will keep the friendship of both.

6. Avoidance strategy: You decide that since you cannot vote for both friends you will pretend to be sick the day of the elections so you will not vote for either one.

7. Overwhelmed strategy: After you have talked to each of your friends about their views and their strategies for the Student Council, you are so confused that you cannot make a decision at all. You go out of the voting booth without voting at all.

8. Fate strategy: You put off deciding as long as you can. The last day of voting it is clear who is going to win anyway. Since it will not make any difference how you vote, you vote for the one who is winning.

9. Passive strategy: You agree with a third friend that you will vote for whoever is selected by the "crowd". You let the "crowd" make the decision for you.

10. Postponement strategy: You put off deciding since you do not want to hurt anyone's feelings. You put it off so long that you "forgot" to vote.

19-B

CAREER VALUES EXERCISE

INSTRUCTIONS: Here are seven key values about work. In this exercise you will make choices comparing each item with each other item. When you're done you can see which values are most important to you.

1. Read all seven statements. Then on the top two rows of the grid, choose between item 1 (Skills) and each of the others, and circle your choice on the decision-making grid. Then go to the next two rows and choose between item 2 (Responsibility) and each other item. Keep going -- you'll see a pattern develop based on your selections.

2. Now, add up totals on each item, 1-7, and put the total in the left margin. These totals will help you decide which items are most important to you.

____ 1 -- SKILLS - doing a particular kind of work, using a skill which you have or plan to get.

____ 2 -- RESPONSIBILITY - being in charge: the owner, the boss, the supervisor.

____ 3 -- PEOPLE ENVIRONMENT - working with people you like and respect.

____ 4 -- WORKING CONDITIONS - working in a safe, clean place.

____ 5 -- HELPING OTHERS - doing work that benefits and helps people.

____ 6 -- GEOGRAPHY - working and living in a particular place.

____ 7 -- MONEY, BENEFITS - earning a lot of money and having complete benefits.

DECISION-MAKING GRID

1 2	1 3	1 4	1 5	1 6	1 7
	2 3	2 4	2 5	2 6	2 7
		3 4	3 5	3 6	3 7
			4 5	4 6	4 7
				5 6	5 7
					6 7

CAREER VALUES AUCTION

Instructions: Following are several statements about job values. You have $500 to spend on the values most important to you. You may bid on as few or as many as you want (up to $500).

(1) Decide which one(s) you want.
(2) Decide how much you'll bid
(3) Go for it!

	Amount I budgeted	Amount I bid
A job where I can experience high pressure, competition and success.		
A job that is structured; I leave at 5 p.m. and don't take work home.		
A job where I can work part-time or a flexible schedule.		
A job where I can work with interesting, intelligent people.		
A job where I can use my hands and see the product of my work.		
A job where I can work with words, with a lot of writing and speaking.		
A job where I can work with numbers.		
A job where I can earn enough money to buy whatever I want.		
A job in an area of the country where I want to live.		
A job where I can directly help people to better their lives.		
A job where I can be creative and independent.		
A job with a lot of variety and new challenges.		

20-B

FACTS

Below are facts about the Olympic Peninsula. Read each fact and then below it write the local businesses and jobs you think are affected by these facts.

Fact #1: The Olympic Peninsula has become a major retirement area. Most of these retirees have healthy retirement pensions:

Fact #2: Because of all the retirees on the Peninsula, there is a very large population of people over the age of 60:

Fact #3: Every summer more than two million tourists pass through the Peninsula. More motels are being built every year:

Fact #4: Poets on the West Coast are increasing exports year by year:

Fact #5: The federal government is cutting the budgets of nearly all its departments, including federal dollars previously used for local social service programs:

Fact #6: People on the Peninsula are buying and using large numbers of VCR's, satellite dishes, microwaves, computers and other "high-tech" items:

Fact #7: People on the Peninsula - like everywhere in the United States - have become more health and diet conscious:

Fact #8: Sixty per cent of the women with children on the Peninsula work full-time:

Fact #9: Because of dwindling stock and competition from Canada and the Southeast, less Peninsula timber is being cut and sold:

Fact #10: Small shopping centers are popping up in towns across the Peninsula:

MATHEMATICS: WHO NEEDS IT? INFORMATION SHEET

Accountants
Computes federal and state taxes for clients
Balances books for corporations, businesses and individuals

Architects
Designs blueprints for buildings
Computes mathematical formulas for engineers

Bankers
Figures interest on moneys deposited in banks
Helps people make wise investments with their money
Loans money to businesses and individuals

Bartenders
Mixes drinks with specific amounts of ingredients
Measures the ingredients
Keeps an inventory of supplies

Bus Drivers
Keeps a log book of passengers
Keeps accurate mileage records
Adheres to a schedule of arrivals and departures

Carpenters
Purchases supplies based on need
Measures space and materials for buildings
Calculates how long it takes to have project or building completed

Cashiers
Makes change by hand or with the aid of a cash register or computer
Tallies cash at the end of a working period to be sure amount taken in is accurate

Chemists
Works with formulas to solve solutions
Mixes ingredients in laboratory setting
Experiments with new formulas for testing purposes

City Managers
Administers activities of tax collection and distribution
Prepares an annual budget
Compiles statistics and graphs for officials and citizens under his/her jurisdiction

Computer Programmers
Designs computer language
Feeds language into computer to obtain results
Operates computer for efficiency

Cooks
Purchase cooking supplies
Uses ratios and proportions to increase or decrease quantity as stated in a recipe
Calculates amount of time it takes to prepare foods

Custodians
Checks fuel consumption, level, thermometers and pressure valves
Assures proper ventilation for buildings by use of instruments

Dentists
Measures the amount of filling ingredients
Measure teeth for width and placement in mouth

Dental Hygienists
Operates the x-ray machines
Mixes filling compounds
Keeps records of all patients

Dieticians
Keeps charts of daily intake of foods
Plans specific diets with ingredients measured

Disc Jockeys
Calculates amount of time needed to run radio program efficiently

Electrical Engineers
Computes according to designs of engineers
Designs circuits and other related electrical devices

Farmers
Computes the cost of grains and materials for feeding animals
Negotiates prices with local, state and federal government officials
Purchases needed fertilizers and uses them according to prescribed formulas

Gas Station Attendants
Computes the cost of gas to the customer as well as the amount of tax to be paid to the government
Estimates the amount to be used during a given time period

Hospital Administrators
Figures pay scale for employees
Balances hospital books
Determines hospital expenditures and intake

Hotel Manager
Keeps accurate records of expenditures for all hotel expenses
Keeps accurate records of numbers of persons staying at hotel at all times

Household Workers
Buys food and plans a budget
Plans daily balances and nutritious meals
Keeps record of deposits and withdrawals on all money within household

Mail Carriers
Maps out route to follow and collects C.O.D. moneys

Marketing Researchers
Collects, analyzes and interprets data for potential sales or products or services
Advertises using graphs and tables

Meteorologists
Studies weather patterns and records temperatures and storms according to seasons of the year
Designs weather maps or interprets data for written and visual viewers
Designs weather instruments for experimental purposes

Musicians
Counts beats in a measure and plays according to tempo prescribed
Composes electronic music by using computer terminals

Newspaper Carriers
Counts out number of papers to be delivered to customers
Calculates costs and submits them to newspaper company

Nurses
Distributes medicines to patients according to doctors' orders
Takes temperature of patients and records for hospital services

Optometrists
Measures shape of the eyeball
Determines vision ability

Postal Clerks
Sells stamps and weighs parcels
Sells and prepares cash money orders and U.S. Savings bonds

Pharmacists
Measures ingredients used in making prescriptions
Keeps records on each customer

Physical Therapists
Helps patients use mechanical equipment using theories of pulleys
Keeps medical charts and graphs of progress

Physicians
Takes temperatures
Interprets information that has been charted

Pollsters
Tallies statistics taken from formal and informal surveys
Graphs results and interprets them for general public use

Researchers
Hydrologist maps water flow and charts the disposition of sediment
Measures changes in water volume of lakes and streams

State Troopers
Graphs data
Figures speed and miles traveled
Reads road maps and clocks speed of travelers

Soil Conservationists
Measures the amount of rain or snow and figures the amount of rain or snow and figures the amount of moisture in the land
Predicts floods

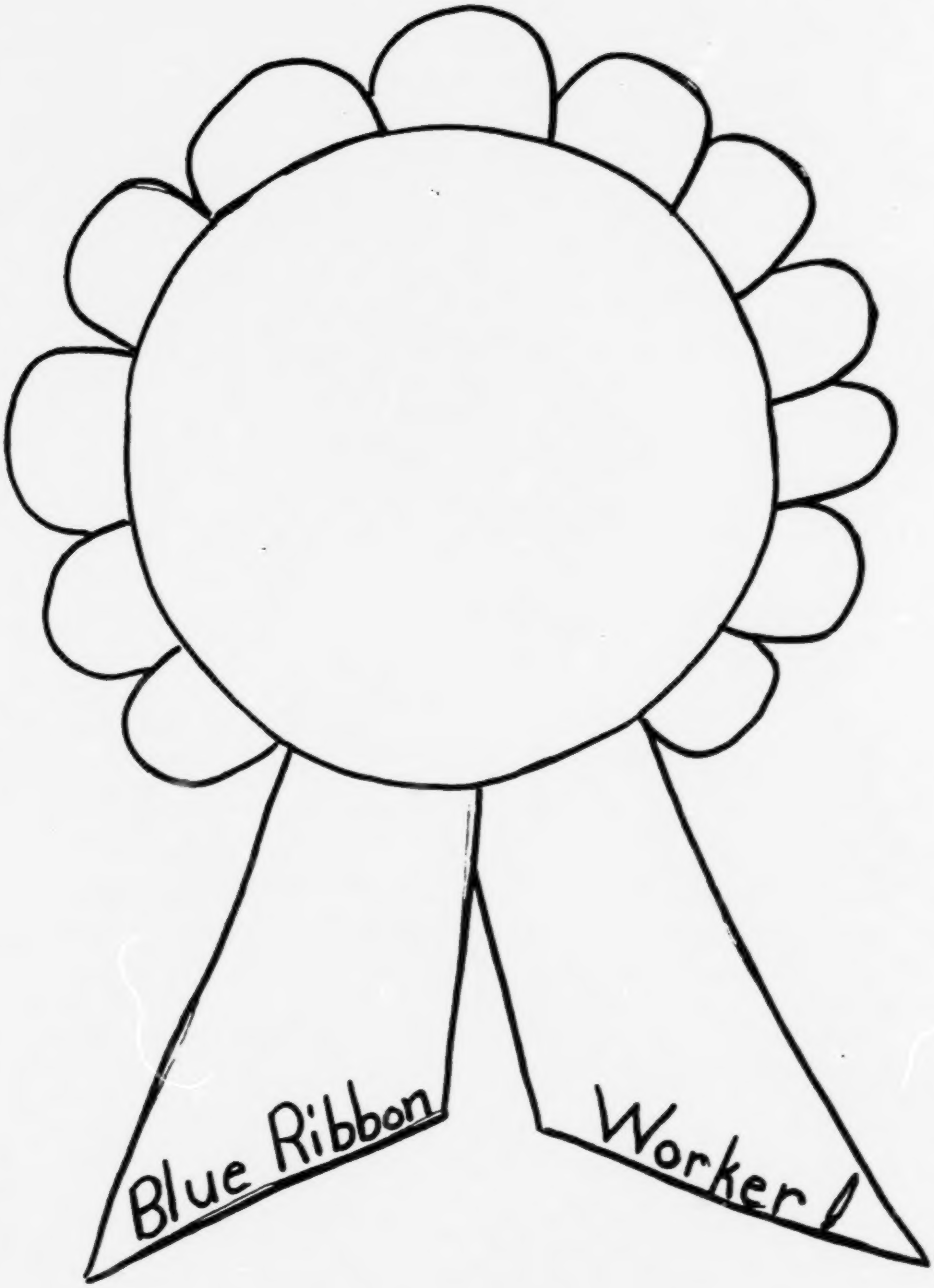
Stockbrokers
Determines the price of stocks
Studies market fluctuations and graphs number of sales

Salespersons
Graphs number of sales in a given time period
Figures percentage and commission on sales conducted

Travel Agents
Calculates cost of trip itineraries for customers
Reads charts to determine flight information
Keeps track of distances between destinations

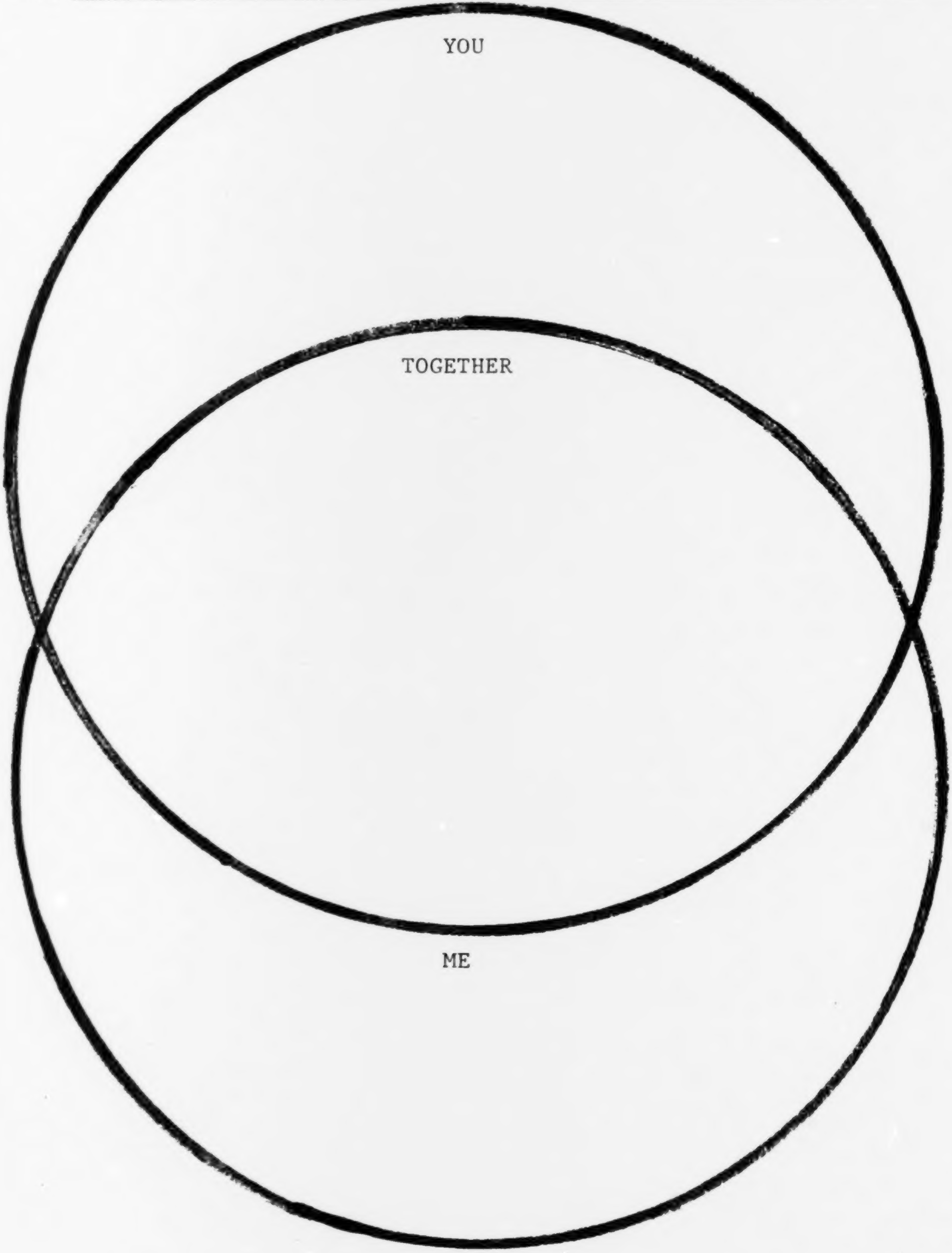
Truckers
Computes maximum load weight of truck
Determines how a truck driver's pay is figured by mileage, hours and deductions
Reads weight scales

Taxi Drivers
Calculates mileage for trips made
Keeps track of customers served


Blue Ribbon
Worker!

VENN DIAGRAM

NAME____________________________ NAME____________________________


YOU
TOGETHER
ME

MARY AND JOHNNY

1. At 7:00 in the morning, Mary's alarm clock buzzed loudly. She turned off the alarm and:
   a. went back to sleep until her mother called.
   b. got up and started to get dressed.

2. At 7:30 Mary finished breakfast and:
   a. left her cereal bowl on the table until her sister reminded her to remove it.
   b. put the dishes in the sink.

3. Across town Johnny was also getting ready for school. Since he hadn't finished his homework he decided to:
   a. use the time before the bus arrived to finish the last two problems.
   b. wait until math class to see if Ms. Jones insisted that he finish.

4. At 8:15 Johnny looked at the clock and:
   a. put on his coat and picked up his lunch.
   b. waited for his brother to yell "c'mon Johnny, it's time for the bus".

5. When Johnny got on the bus he saw that Mary was wearing a new red hat. He started to:
   a. grab her hat to see if she'd become angry.
   b. tell her that he liked her new hat.

6. Mary discovered that she had forgotten her lunch money so she:
   a. called her father to tell him to bring her some money.
   b. decided to check with the office to see if she could pay tomorrow.

7. During social studies class Johnny's group finished their project and had a few minutes to spare. Since the teacher was out of the room for a few minutes Johnny:
   a. made paper airplanes to sail across the room.
   b. started work on his spelling assignment.

8. During physical education class Mary's teacher had to go take care of a sick student. Mary:
   a. began to get out the basketballs even though the class had been playing soccer.
   b. continued with the class activity as though the teacher were still present.

9. When the time came for recess, Johnny:
   a. began to put away his art materials and clean off his desk.
   b. started another picture to try out a different color.

10. Johnny arrived home at 3:30. Since his mother and father were not home from work Johnny decided to:
    a. play ball with Jim who lived next door.
    b. go downtown on his bike and hope he'd be back by the time his family arrived.

25

LABELS

The column at the left lists a number of different types of people. Can you match the person to the "stereotyped" image with which he/she is frequently associated?

1. _____ Red Heads
2. _____ Blondes
3. _____ Professors
4. _____ Athletes
5. _____ Teenagers
6. _____ Actresses
7. _____ Elderly People
8. _____ Thin People
9. _____ Fat People
10. _____ Grandparents
11. _____ Politicians
12. _____ Mother
13. _____ Father
14. _____ School Principal
15. _____ Polish People

a. have more fun
b. mean and grouchy
c. dishwashers and house cleaners
d. glamorous
e. are absent-minded
f. are always happy
g. strict, has no sense of humor
h. nervous
i. can't be trusted
j. aren't interested in learning
k. lack respect for adults
l. are the money-earners
m. are hot tempered
n. spoil children
o. are not intelligent

MY RESPONSE

1. Another student calls you dumb.
   You could:
   a. Say "I'm smarter than you."
   b. Ignore it.
   c. Plan to get even with the person.
   d. or ______________________________________.

2. Your teacher said you were doing much better at your school work.
   You could:
   a. Smile
   b. Feel embarrassed.
   c. or ______________________________________.

3. You find out that your little brother left your tape player on and the batteries are dead. You could:
   a. Say nothing and decide to put your things away in the future.
   b. Tear up something of his.
   c. Tell your mother what a brat he is.
   d. or ______________________________________.

4. Your best friend is invited to a party and you weren't invited. You could:
   a. Say "I didn't want to go anyway".
   b. Tell her/him you'll be mad if they go when you can't.
   c. Ask if you can go too.
   d. or ______________________________________.

DEAR ABBY

Dear Abby,

My main interest in high school is sports and everyone says I'm pretty good. I stick to all the training rules, but this makes me a walking joke in the locker room. A lot of the other guys brag about how they've all drunk beer many times.

Anyway, last Friday we won the semi-finals. One of the guys managed to get a case of beer right into the locker room without the Coach knowing. (I don't know how he got it in the first place.) I was the only one who didn't take any, so I'm being pestered all the time about it. They whistle "How Dry I Am" everytime I walk by in the hall. I'm tempted to get smashed, just to show them I'm not afraid. Does that make sense?

Fed Up

Dear Abby,

We live in a "dry" town where everyone pretends not to drink. Of course, all the people who like their liquor just drive to the next town to get drunk. My family has wine with meals at home, which isn't against the law.

But the kids I go around with call my family "a bunch of winos" behind my back. Just last night a very good friend told me that I shouldn't start by having wine with my meals or I'll end up an alcoholic. That's never happened to anyone in my family that I know of. But could my friends be right?

I don't want to be picked on by my friends, but I want to fit in at home, too. Whom do I listen to.

Befuddled

Dear Abby,

Last week I went to the movies with three friends. On the way home we ran into one of their older bothers who had a case of beer in his car. He gave us a six pack saying, "It's about time you found out what life's all about." My friends thought this was a great chance and we all went to the river to drink. I refused to drink because I think I'm too young (I'm 15 years old), and because it's not worth getting caught by my parents and upsetting them and being punished. But my friends have now passed the word around the school that I'm chicken and a fink. The kids who believe them are the ones I want for friends because they are my type of friend, but I'm sick of getting picked on and being given the "cold shoulder." What can I do?

Bothered

DECISION MAKING SITUATIONS

A. Your best friend borrows your English homework. When the teacher grades the assignment, she finds that your paper and your friend's paper contain identical paragraphs. She gives both papers a zero, which lowers your 9 week grade from an A to B.

How do you feel about the teacher's actions?
Your friend? What are your options?
Would you go to the teacher and try to explain?
(What values/beliefs do your actions suggest that you hold?)

B. Your mother instructs you to stay away from Mike because he is rumored to be selling drugs and she is afraid you will be influenced by him. You have been very close to Mike for several years and see him as a good friend.

What would be your response?
Your attitude to her ultimatum?
(What values do your comments and decisions reflect?)

C. You have been offered a scholarship to a computer camp at the state university for the summer. You want to go, but you also want to play ball on your league team, and your boyfriend/girlfriend doesn't want you to accept the scholarship.

What will you do? Why?
What are your choices?
(What values are illustrated through your choice?)

D. You and your friend Mary have been sent to the store to purchase supplies for the school play. While the salesclerk isn't looking, you see Mary steal 3 tapes and hide them in a bag she's carrying.

What do you say or do? Why?
What are your options as you see them?
(What values does your decision reflect?)

E. You are the 5th player on your basketball team when a new student transfers to your school. She/he was an all-state player at her/his last school and would increase the chances of your school playing in the state tournament.

How will you act toward the new student?
How do you feel about her/him?
What are your options?
(What do these options say about your attitudes and values?)

ME POEM

Line 1: Write "Who am I?"

Line 2: Write "I am" then 3 adjectives that describe you.

Line 3: Write a sentence combining 2 things you like.

Line 4: Write down 3 things that are important to you. Then end with "are important to me."

Line 5: Think of 1 thing you respect about yourself and write it down.

Line 6: Tell 1 thing you do not like about yourself or that you do not like about others

BUT

Line 7: Finish by showing that out of bad can come good (use the word "BUT" to link the bad in Line 6 with the good in line 7.)

Line 8: Write down something you actually wonder about.

Line 9: Think of 1 thing you worry about.

Line 10: Write "I pretend"... and complete the sentence

Line 11: Write down something you really try to do, that you make an effort to accomplish.

Line 12: Tell of one hope or wish you have.

Line 13: Write "I feel"...and complete the sentence with a feeling you usually keep to yourself but won't go away or is important to you.

Line 14: Write "I say"...and complete the sentence with something you believe in.

Line 15: Write "I am me!"

Oops..YOUR VALUES ARE SHOWING

1. My most important possession is...
2. I am most proud of my family when...
3. I am bored when...
4. Something that really bugs me is...
5. I get rewarded at home when...
6. I get punished at home when...
7. I am most lonely when...
8. I am most relaxed when...
9. I am quiet when...
10. Good things happen to me when...
11. I get really angry when...
12. I am happiest when...
13. My favorite people are those who...
14. I work best when...
15. I am unhappiest when...
16. I fail when...
17. I feel best about myself when...
18. The most difficult thing for me to do is...
19. I am most helpful when...
20. I'd like to be paid for...
21. In my free time, I like to...
22. I hope I never will...
23. I like to be alone when...
24. My friends don't know that I ...
25. If only I could...

HEALTH HABITS QUIZ

The better your health habits, the less often you´ll get sick. You´ll miss less work, and your work will be of higher quality. How good are your health habits? Answer the following questions honestly. Put a check in the correct column for each of the 20 questions. Then give yourself three points for each "Always," two points for each "Usually," one point for each "Sometimes," and no points for each "Never."

		Always True	Usually True	Sometimes True	Never True
1.	I smoke less than a pack of cigarettes per week.	____	____	____	____
2.	I never smoke.	____	____	____	____
3.	I request others not smoke around me (or I leave).	____	____	____	____
4.	I don´t drink alcohol.	____	____	____	____
5.	I don´t use drugs.	____	____	____	____
6.	I don´t eat junk food or fast food.	____	____	____	____
7.	I don´t drink coffee.	____	____	____	____
8.	I eat fresh fruits and vegetables daily.	____	____	____	____
9.	I don´t eat canned food.	____	____	____	____
10.	I eat 3 balanced meals each day.	____	____	____	____
11.	I drink at least 3 glasses of water a day.	____	____	____	____
12.	I´m not overweight or underweight.	____	____	____	____
13.	I get 7 or 8 hours of sleep each night.	____	____	____	____
14.	I floss my teeth daily.	____	____	____	____
15.	I have my teeth checked and cleaned once a year.	____	____	____	____
16.	I walk 30 minutes a day.	____	____	____	____
17.	I do stretching exercises every day.	____	____	____	____
18.	I exercise vigorously (aerobic) for at least 20 minutes 3 times a week.	____	____	____	____
19.	I exercise vigorously (aerobic) for at least 20 minutes every day.	____	____	____	____
20.	I meditate or do a relaxation activity daily.	____	____	____	____

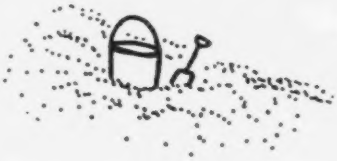
Scoring

My score________

60-------------You may live to be 100!
50 to 59-------You´ve got good habits -- keep it up!
40 to 49-------You´re on the right track -- but try to improve.
Less than 40---Clean up your act if you want to be healthy.

IF I WERE . . .

1. If I were a building, I would be ______________________________.
2. If I were a dessert, I would be ______________________________.
3. If I were a famous star, I would be __________________________.
4. If I were an animal, I would be ______________________________.
5. If I were a flower, I would be _______________________________.
6. If I were a number, I would be _______________________________.
7. If I were a book, I would be _________________________________.
8. If I were a piece of furniture, I would be _________________.
9. If I were something at the beach, I would be _______________.
10. If I were an item of clothing, I would be _________________.



CAREER A.B.C.'s

A
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SELF-RATING ON IMPORTANT TRAITS

How do you rate yourself on each of these important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
1. Dependability					
2. Self-confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11 Loyalty for those for whom you work					
12. Ability to sense others' feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if you are alone					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider others' viewpoints					
20 Initiative--being a self-starter					
21. Courtesy					
22. Ability to work without supervision					
23. Ability to lead others					
24. Promptness					
25. Orderliness					

Name

JOB WANTED

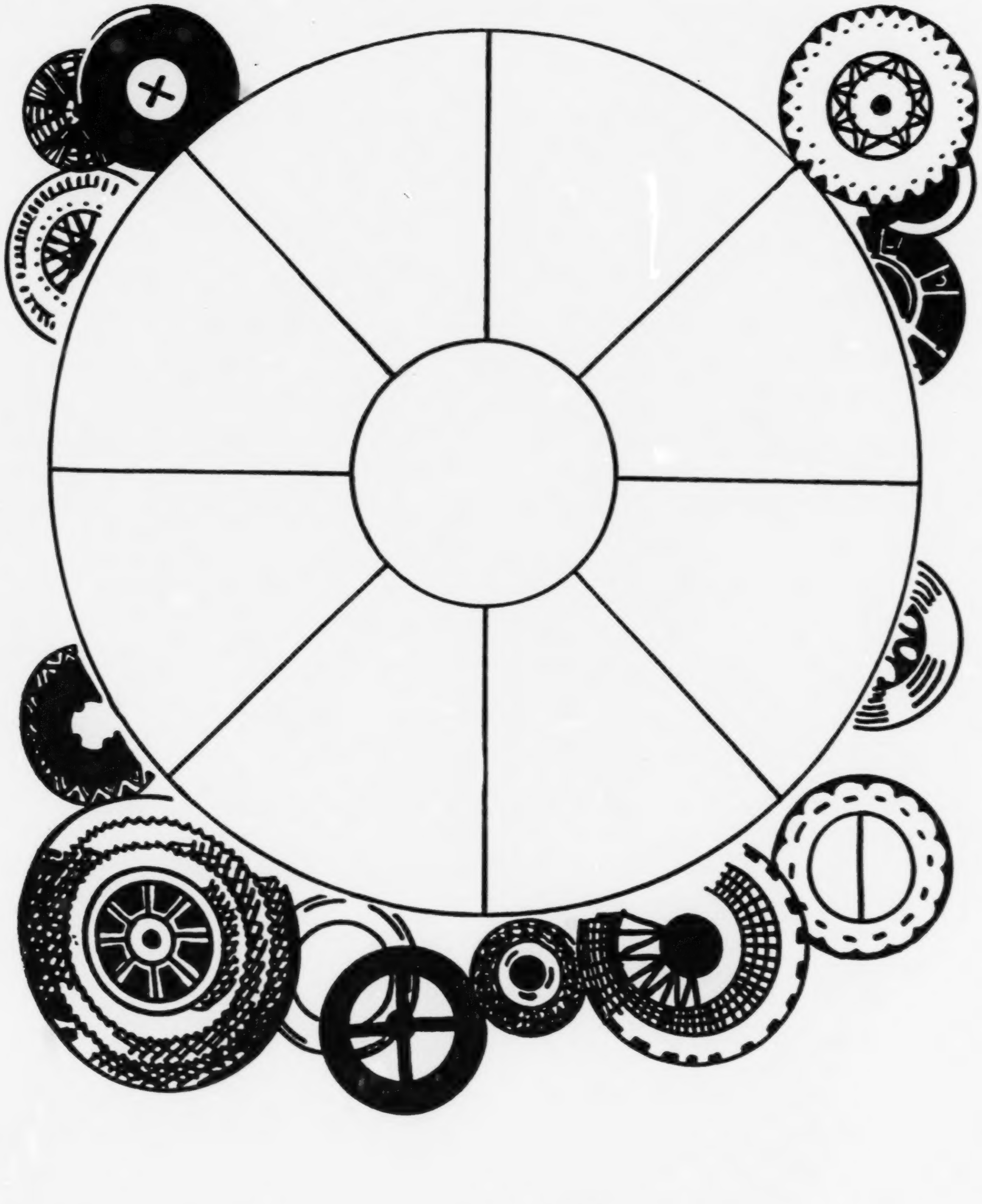
Pretend that you are looking for a summer job. Write an ad that could appear in a newspaper and answer the following:

1. What kind of work are you looking for?
2. What are your qualifications?
3. What previous experience have you had?
4. What hours will you be able to work?
5. What do you expect to be paid?
6. What three people would you use as references?

JUST FOR FUN: USE YOUR ANSWERS TO THESE QUESTIONS AND WRITE A "RESUMÉ" ABOUT YOURSELF TO GIVE TO A PROSPECTIVE EMPLOYER.

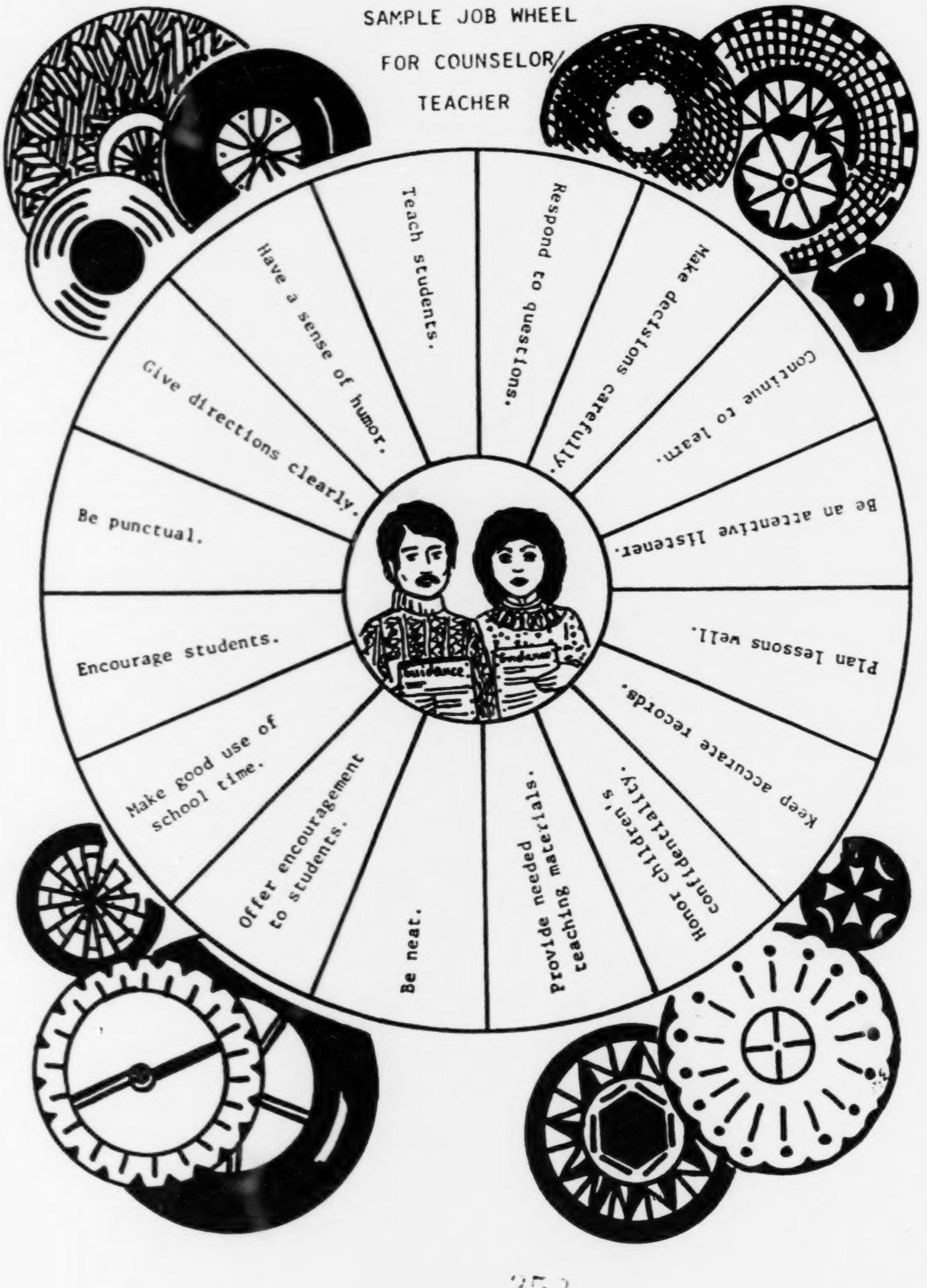
PET SITTER
Responsible, friendly teenager offers pet care services while you are on vacation. Experienced in care of fish, birds, and small mammals. Available by the day or week. Reasonable rates depending on type of pet (example: parakeet 30¢ per day). References available from Riverton Humane Society, Furry Friend Pet Shop, and neighbors whose pets I have cared for. Call 235-5032 ask for Kim.

WHEELS



37-A

SAMPLE JOB WHEEL FOR COUNSELOR/ TEACHER



Teach students.

Respond to questions.

Make decisions carefully.

Continue to learn.

Be an attentive listener.

Plan lessons well.

Keep accurate records.

Honor children's confidentiality.

Provide needed teaching materials.

Be neat.

Offer encouragement to students.

Make good use of school time.

Encourage students.

Be punctual.

Give directions clearly.

Have a sense of humor.

37-B

DEAR ME

Dear Me......................

There's nothing unusual about being stressed! It happens to everyone - - - even me!

Sometimes I feel ______________ because other people __________________________. For example, it really bothers me when teachers ____________________________________. They ought to be more __________________________. And, I wish my parents would stop ______________________. It sure would help if they could ____.

I've noticed that certain situations can be upsetting for me. Having to ________________ makes me nervous, and I dread ________________________ because ____. Another thing that bothers me is when I have to ____.

Sometimes I worry about ____________________________, and it upsets me if I don't ________________________. At times I feel like there's too much ________________ for me to ____________________. And then I end up feeling ______________________.

Now and then I feel __________________, because I'm not as __________________ as I would like to be! It's frustrating when I try real hard to ________________________ but then end up ______________________. When that happens I feel like ________________________________!

I know that if things really get bad I can always count on ______________________ to ______________________. One person I really would be able to confide in is ______________________________.

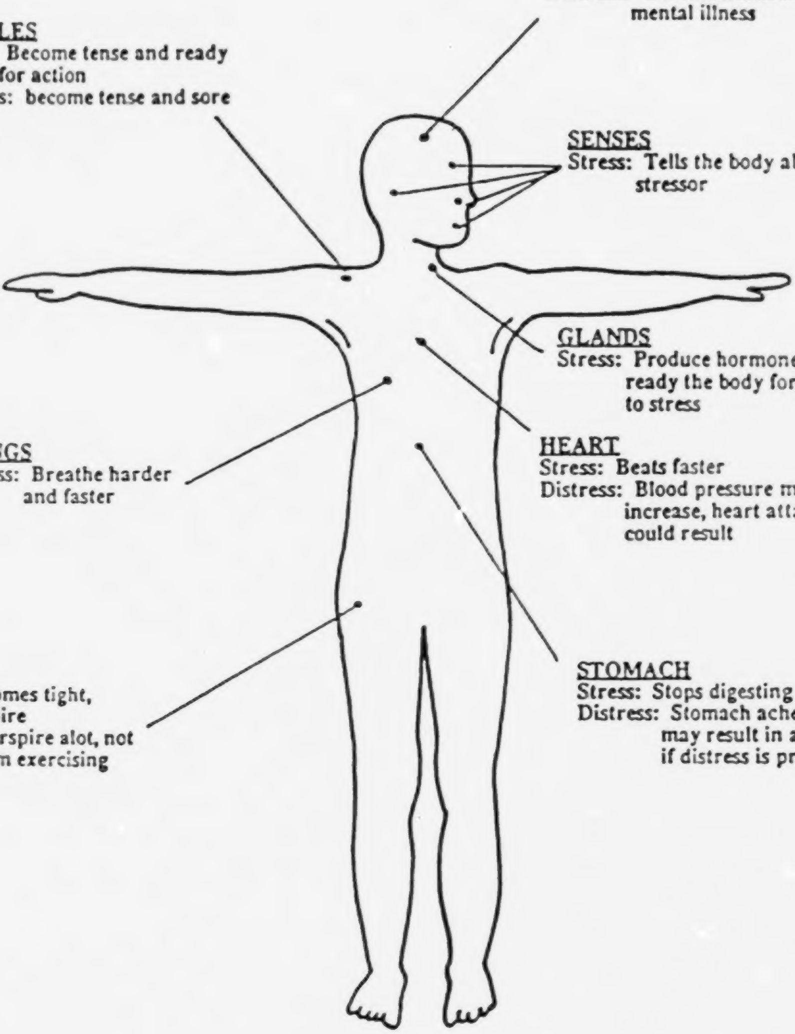
I can usually tell if I'm feeling tense or stressed because I notice one or more of the following "symptoms" (check any that apply):

_______ sweaty palms
_______ tightness in throat
_______ fatigue
_______ loss of appetite
_______ dizziness
_______ shakey legs
_______ crying
_______ headaches
_______ upset or queasy stomach
_______ face feels flushed
_______ increased heart rate
_______ difficulty sleeping
_______ back or neck ache
_______ other (specify:

When I am stressed, I sometimes do things I wish I wouldn't do. For example (check any that apply):

_______ bite my fingernails
_______ grind my teeth
_______ go on an eating binge
_______ smoke cigarettes
_______ hit or slap other people
_______ throw things
_______ laugh in a loud, fakey way
_______ crack my knuckles
_______ misuse drugs or alcohol
_______ yell at other people
_______ fight with other people
_______ other (specify:

Body Reactions



HEAD
Stress: May experience an acute short-lived headache
Distress: Chronic headache, mental illness

MUSCLES
Stress: Become tense and ready for action
Distress: become tense and sore

SENSES
Stress: Tells the body about the stressor

GLANDS
Stress: Produce hormones that ready the body for reaction to stress

LUNGS
Stress: Breathe harder and faster

HEART
Stress: Beats faster
Distress: Blood pressure may increase, heart attack could result

SKIN
Stress: Becomes tight, perspire
Distress: Perspire alot, not from exercising

STOMACH
Stress: Stops digesting
Distress: Stomach ache, cramps, may result in an ulcer if distress is prolonged

On the other hand, I try to cope with stress by ______________________________. Some of the things I do to relax are ______________________________ and ______________________. I really enjoy ______________________________ and try to do it ____________ times a week.

I believe that some of the most important things in life are ____________________ and ____________________. That's why it's important to ____________________ ______________________!

I know stress is a part of living . . . and growing. It will be interesting to compare the stresses I'll have the next time I read this letter. I predict I'll still feel stressed by ____________ ______________________ and ______________________. But, I bet I won't have to worry about ______________________________ anymore. Instead, I'll probably have to put up with ______________________________.

Everybody has to put up with stress because it's part of life. I think I can handle it by remembering to ______________________________.

Courses for Entering	1 Colleges, Universities, Military Academies	2 Arts	3 Vocational and Technical Jobs	4 Business Careers
English	4 years	4 years	4 years	4 years
Science	2 to 4 years Biology Chemistry Physics	1 to 3 years	1 to 3 years	1 to 3 years
Math	2 to 4 years Algebra Geometry Trigonometry Calculus	2 to 4 years	2 to 4 years	2 to 4 years
History	2 to 4 years	2 to 4 years	2 to 4 years	2 to 4 years
Foreign Language	2 to 4 years of same language			
Other	Music, Art	Music, Art Dance, Drama	Shop and skills courses	Shorthand Bookkeeping Typing

Familiarity with the computer is useful in all areas.

I GET ANGRY WHEN . . .

1. I get angry when . . .
2. I want my teacher to see me as . . .
3. One thing that makes me smile is . . .
4. My tears come when . . .
5. I wish adults wouldn't . . .
6. I feel happiest when . . .
7. I think two of the most important careers are . . .
8. If I could change my name . . .
9. When I see a sunset . . .
10. When I am lonely, I . . .
11. The greatest thing about my best friend is . . .
12. I like school when . . .
13. My feelings are hurt when . . .
14. Before I go to sleep at night, I . . .
15. If I hadn't come to school today . . .
16. If I had five hundred dollars, I would . . .
17. Schools should . . .
18. My favorite sport is . . .
19. Parents don't always . . .
20. I once felt embarrassed when . . .

HOW DO I FEEL ABOUT EDUCATION?

CIRCLE THE LETTER WHICH BEST DESCRIBES YOUR FEELINGS:

1. How good a student do your parents want you to be in school?

   a. One of the best in my class
   b. Above the middle of my class
   c. In the middle of my class
   d. Just good enough to get by
   e. Don't know
   f. The best I am able to do

2. How often do you and your parents talk about school work?

   a. Just about every day
   b. Once or twice a week
   c. Once or twice a month
   d. Never, or hardly ever

3. How much education do your parents want you to have?

   a. Don't care
   b. Finish high school only
   c. Technical, nursing or business school
   d. Some college
   e. Graduate from college
   f. Professional school
   g. Don't know
   h. Not living with parents

4. How far do YOU want to go in school?

   a. I don't want to finish high school
   b. I want to finish high school only
   c. I want to go to technical, nursing or business school after high school
   d. I want college training
   e. I want to graduate from college
   f. I want to get military schooling
   g. I'm interested in apprenticeship

5. Are you planning on some kind of post high school education?

   a. Definitely yes
   b. Probably yes
   c. Probably not
   d. Definitely not

6. If something happened and you had to stop school now, how would you feel?

   a. Very happy--I'd like to quit
   b. I wouldn't care one way or another
   c. I would be very disappointed
   d. I'd try hard to continue
   e. I would do almost anything if I could stay in school

7. How good a student do you want to be in school?

   a. One of the best in my class
   b. Above the middle of my class
   c. In the middle of my class
   d Just good enough to get by
   e. I don't care

HOW DO I FEEL ABOUT EDUCATION?

8. On an average school day, how much time do you spend studying outside of school?
    a. None, or almost none
    b. About one hour a day
    c. About 1-1/2 hours a day
    d. About two hours a day
    e. About three hours a day
    f. Four or more hours a day

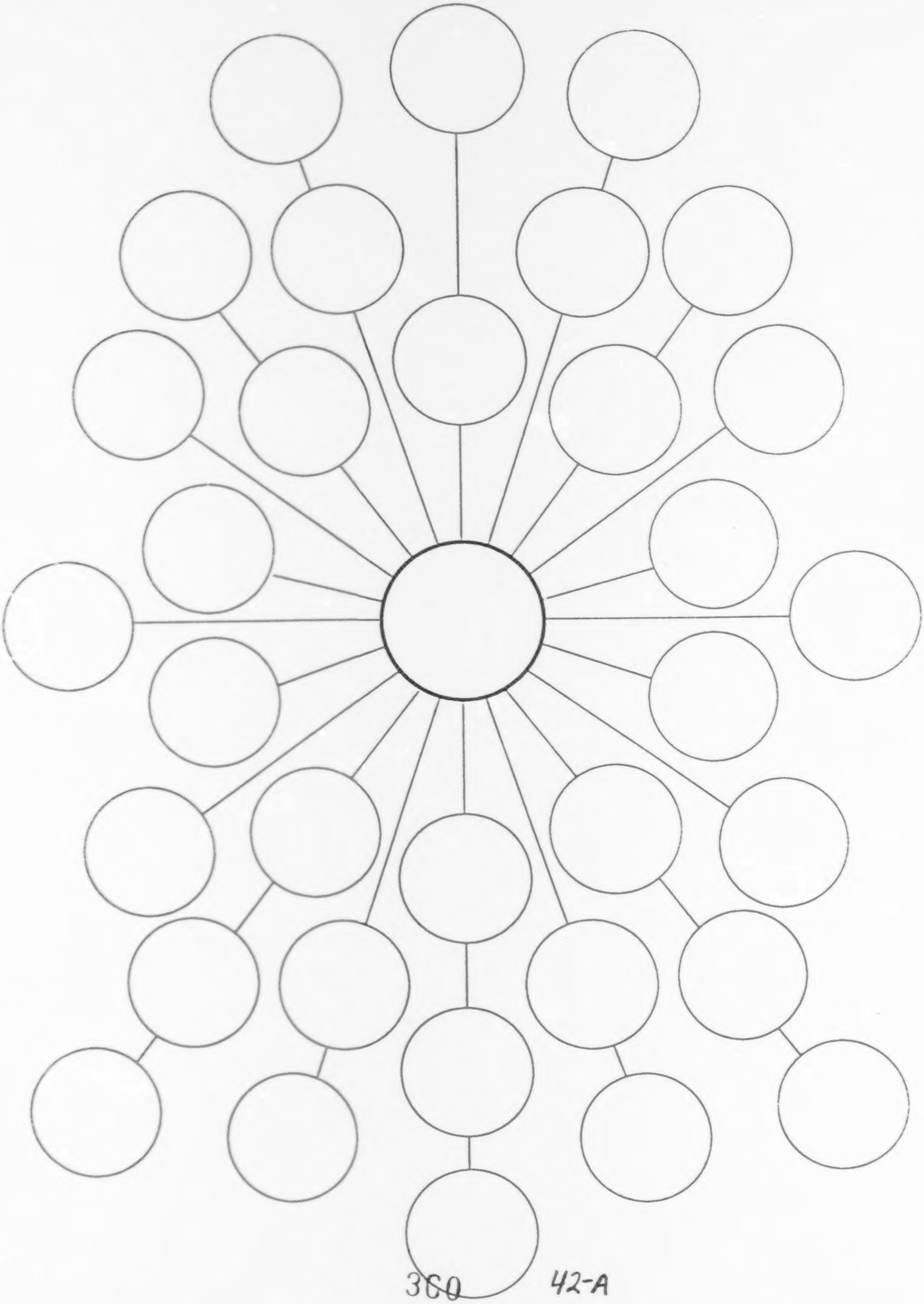
9. During the last school year, did your ever stay away from school just because you didn't want to come? (Consider the entire school year.)

    a. No, never
    b. Yes, for 1 or 2 days
    c. Yes, for 3 to 6 days
    d. Yes, about 7 to 15 days
    e. Yes, for 16 days or more

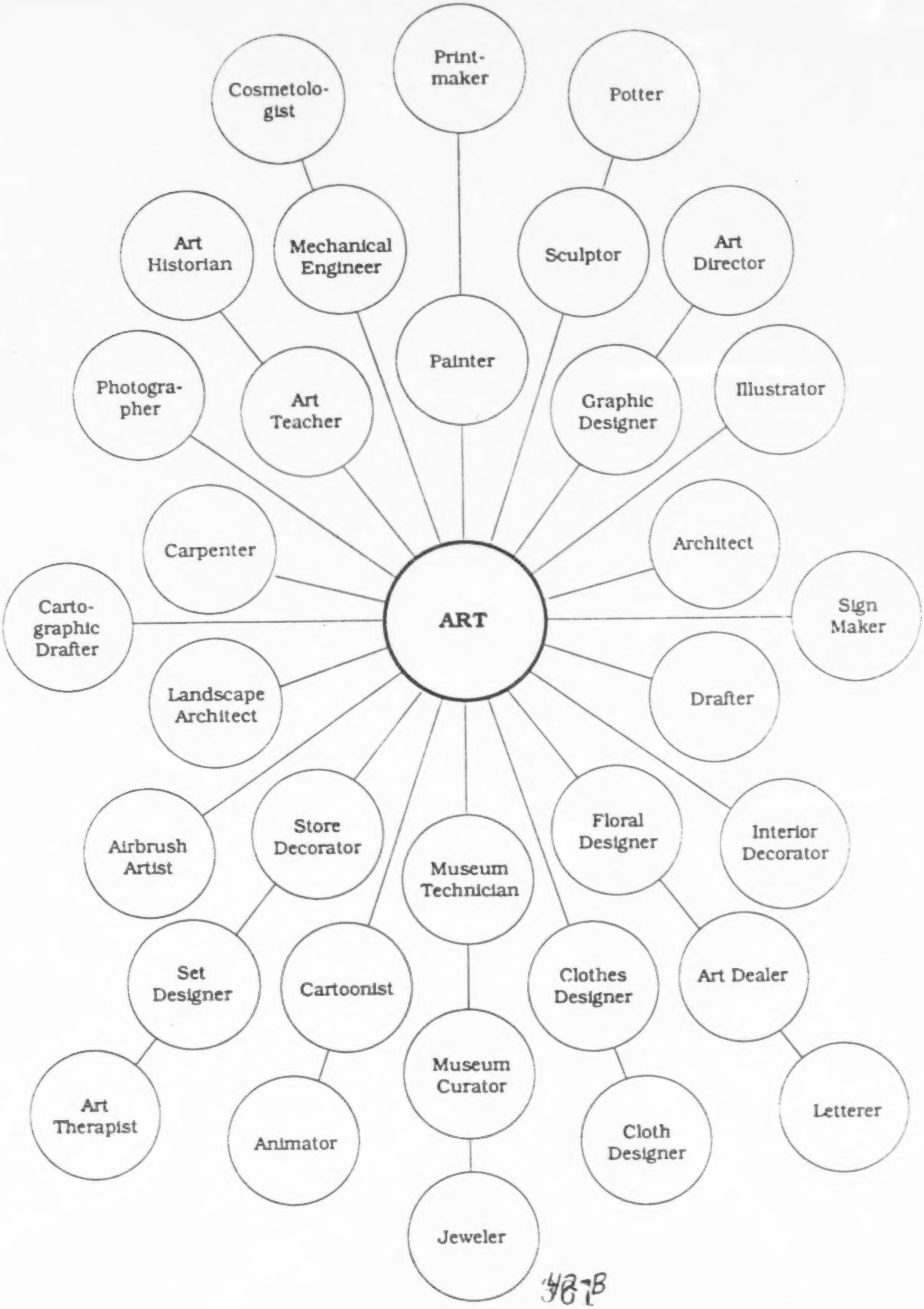
10. How bright do you think you are in comparison with the others in your class?

    a. Among the brightest
    b. Above average
    c. Average
    d. Below average
    e. Among the lowest

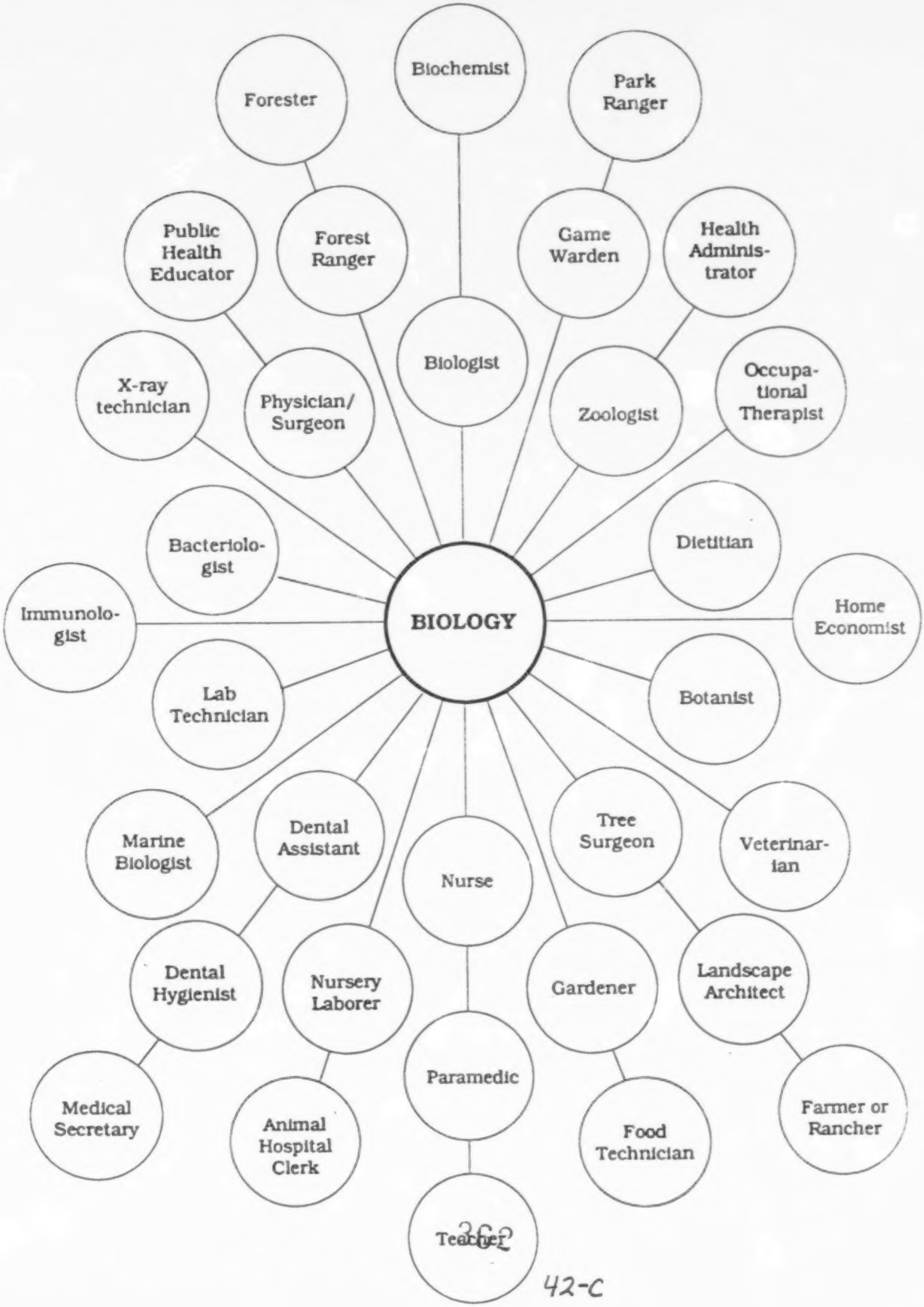
OCCUPATIONAL CLUSTERS



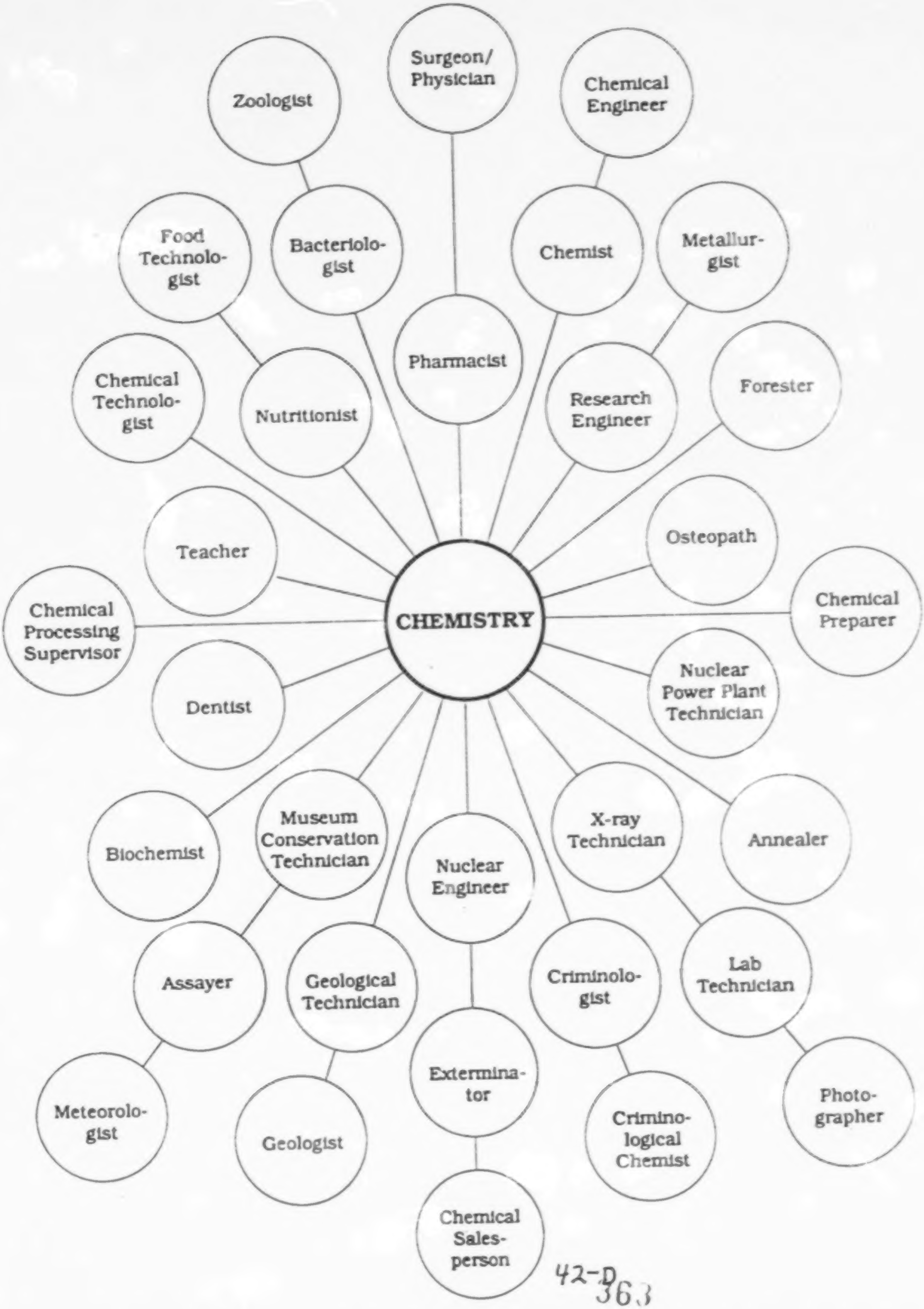
OCCUPATIONAL CLUSTERS


Cosmetologist
Printmaker
Potter
Art Historian
Mechanical Engineer
Sculptor
Art Director
Painter
Photographer
Art Teacher
Graphic Designer
Illustrator
Carpenter
Architect
Cartographic Drafter
ART
Sign Maker
Landscape Architect
Drafter
Airbrush Artist
Store Decorator
Museum Technician
Floral Designer
Interior Decorator
Set Designer
Cartoonist
Clothes Designer
Art Dealer
Museum Curator
Art Therapist
Animator
Cloth Designer
Letterer
Jeweler

OCCUPATIONAL CLUSTERS

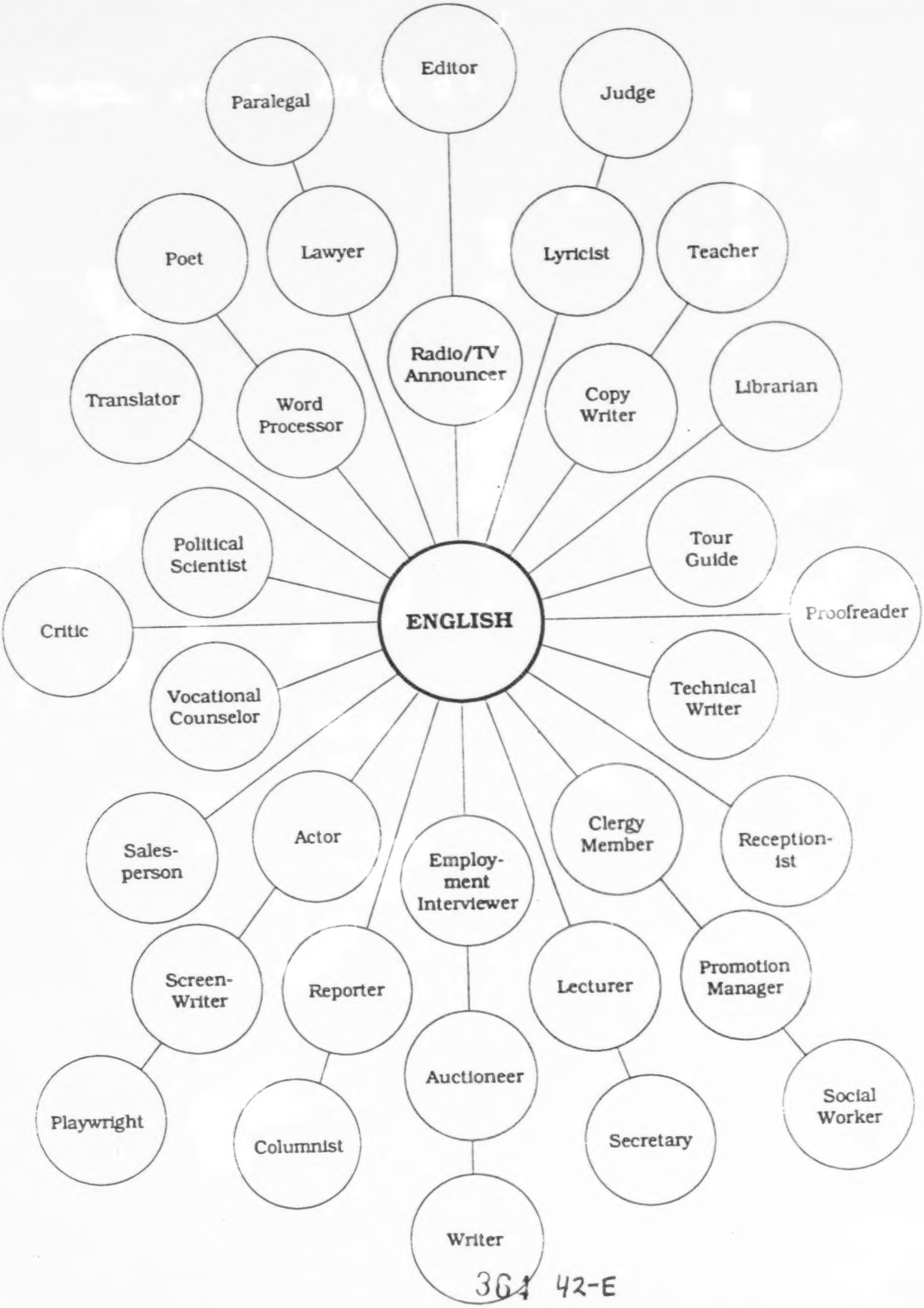

Biochemist
Forester
Park Ranger
Public Health Educator
Forest Ranger
Game Warden
Health Adminis-trator
X-ray technician
Physician/ Surgeon
Biologist
Zoologist
Occupa-tional Therapist
Bacteriolo-gist
Dietitian
Immunolo-gist
BIOLOGY
Home Economist
Lab Technician
Botanist
Marine Biologist
Dental Assistant
Nurse
Tree Surgeon
Veterinar-ian
Dental Hygienist
Nursery Laborer
Gardener
Landscape Architect
Paramedic
Medical Secretary
Animal Hospital Clerk
Food Technician
Farmer or Rancher
Teacher

OCCUPATIONAL CLUSTERS

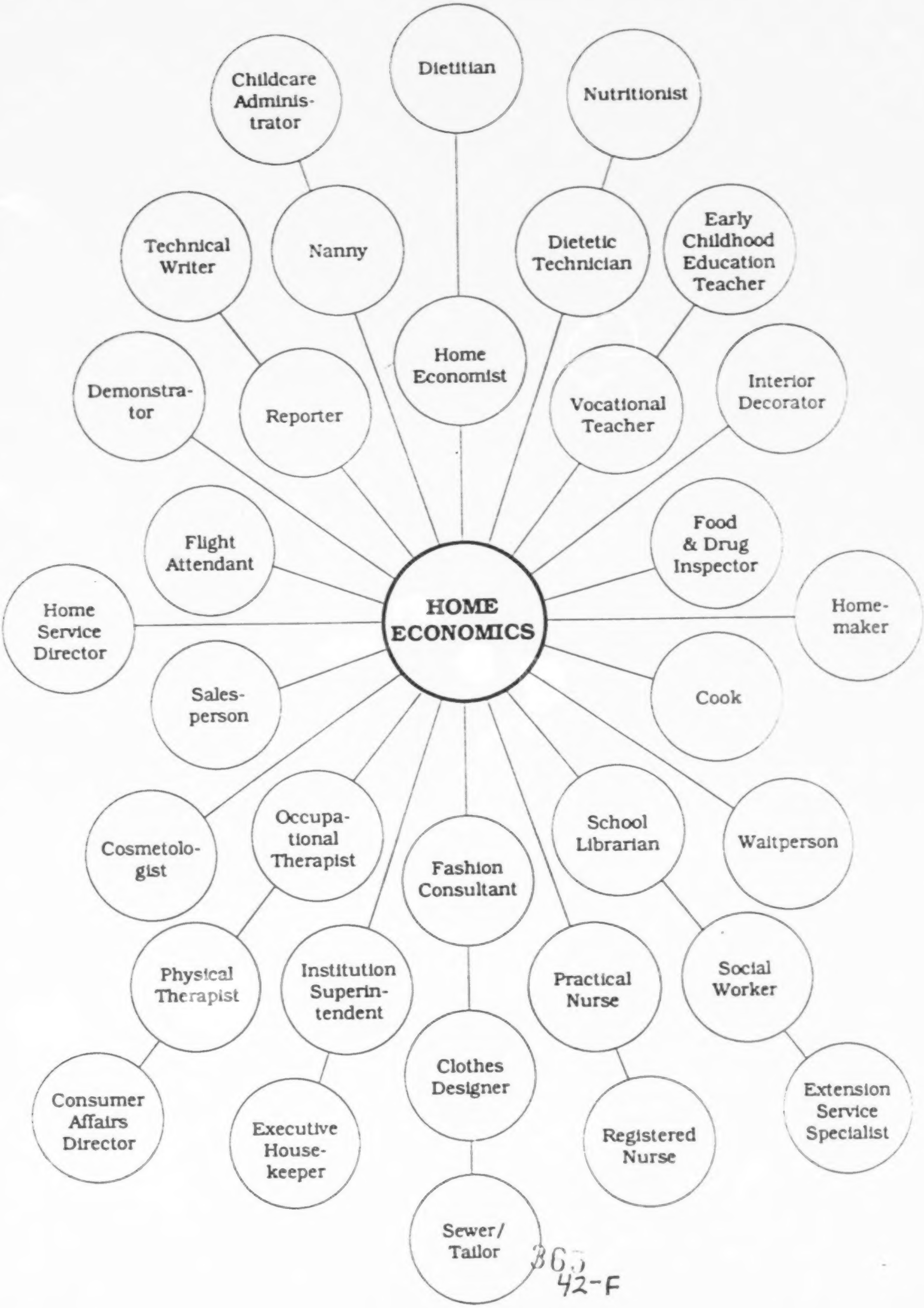

Surgeon/ Physician
Zoologist
Chemical Engineer
Food Technologist
Bacteriologist
Chemist
Metallurgist
Pharmacist
Chemical Technologist
Nutritionist
Research Engineer
Forester
Teacher
Osteopath
Chemical Processing Supervisor
CHEMISTRY
Chemical Preparer
Dentist
Nuclear Power Plant Technician
Biochemist
Museum Conservation Technician
Nuclear Engineer
X-ray Technician
Annealer
Assayer
Geological Technician
Criminologist
Lab Technician
Exterminator
Meteorologist
Geologist
Criminological Chemist
Photographer
Chemical Salesperson

42-D

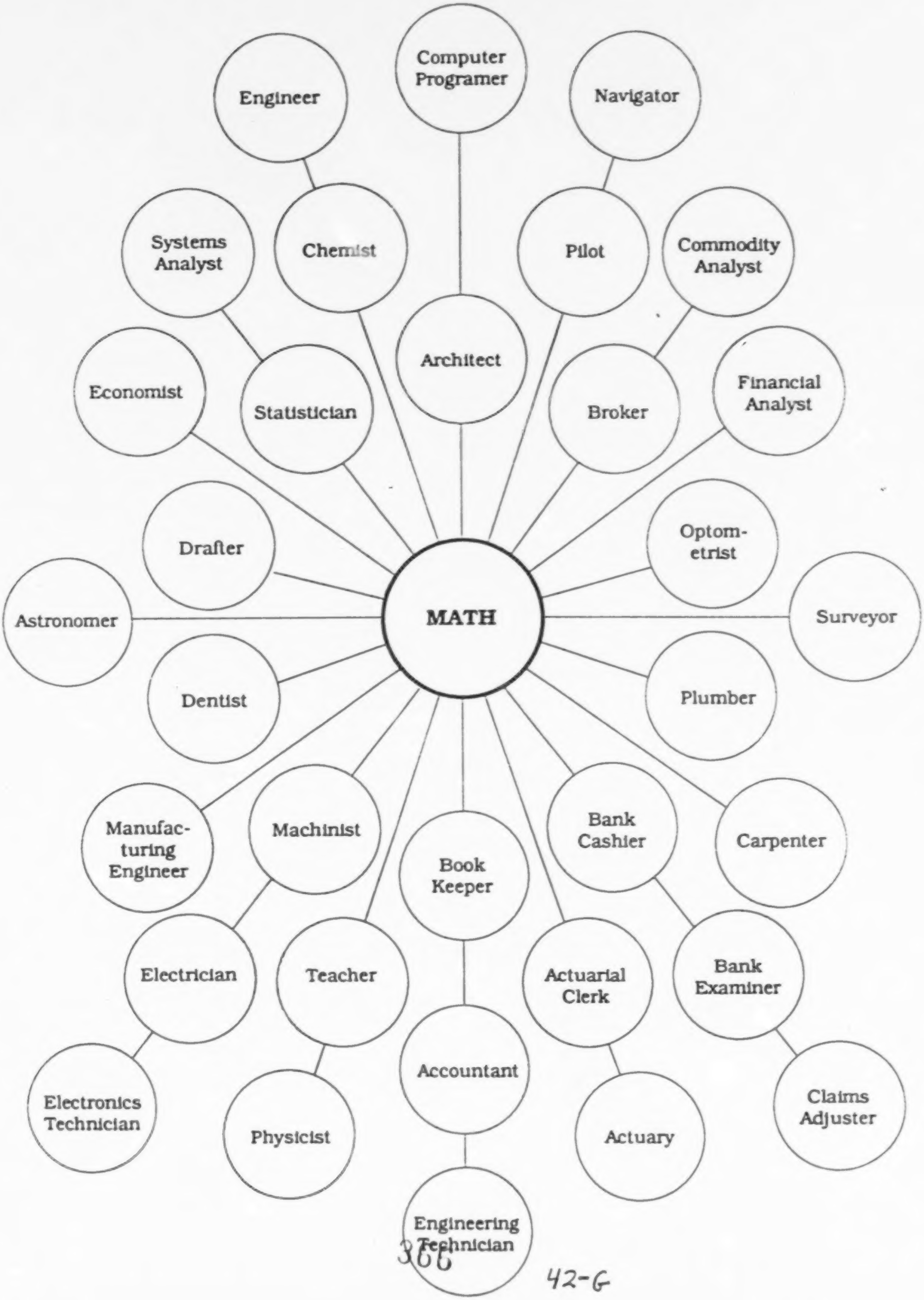
OCCUPATIONAL CLUSTERS


ENGLISH
Editor
Paralegal
Judge
Lawyer
Lyricist
Teacher
Poet
Radio/TV Announcer
Translator
Word Processor
Copy Writer
Librarian
Political Scientist
Tour Guide
Critic
Proofreader
Vocational Counselor
Technical Writer
Sales-person
Actor
Employ-ment Interviewer
Clergy Member
Reception-ist
Screen-Writer
Reporter
Lecturer
Promotion Manager
Auctioneer
Playwright
Columnist
Secretary
Social Worker
Writer

OCCUPATIONAL CLUSTERS


Dietitian
Childcare Administrator
Nutritionist
Technical Writer
Nanny
Dietetic Technician
Early Childhood Education Teacher
Home Economist
Demonstrator
Reporter
Vocational Teacher
Interior Decorator
Flight Attendant
Food & Drug Inspector
Home Service Director
HOME ECONOMICS
Homemaker
Salesperson
Cook
Cosmetologist
Occupational Therapist
Fashion Consultant
School Librarian
Waitperson
Physical Therapist
Institution Superintendent
Practical Nurse
Social Worker
Clothes Designer
Consumer Affairs Director
Executive Housekeeper
Registered Nurse
Extension Service Specialist
Sewer/Tailor

OCCUPATIONAL CLUSTERS


Engineer
Computer Programer
Navigator
Systems Analyst
Chemist
Pilot
Commodity Analyst
Architect
Economist
Statistician
Broker
Financial Analyst
Drafter
Optom-etrist
Astronomer
MATH
Surveyor
Dentist
Plumber
Manufac-turing Engineer
Machinist
Book Keeper
Bank Cashier
Carpenter
Electrician
Teacher
Actuarial Clerk
Bank Examiner
Accountant
Electronics Technician
Physicist
Actuary
Claims Adjuster
Engineering Technician

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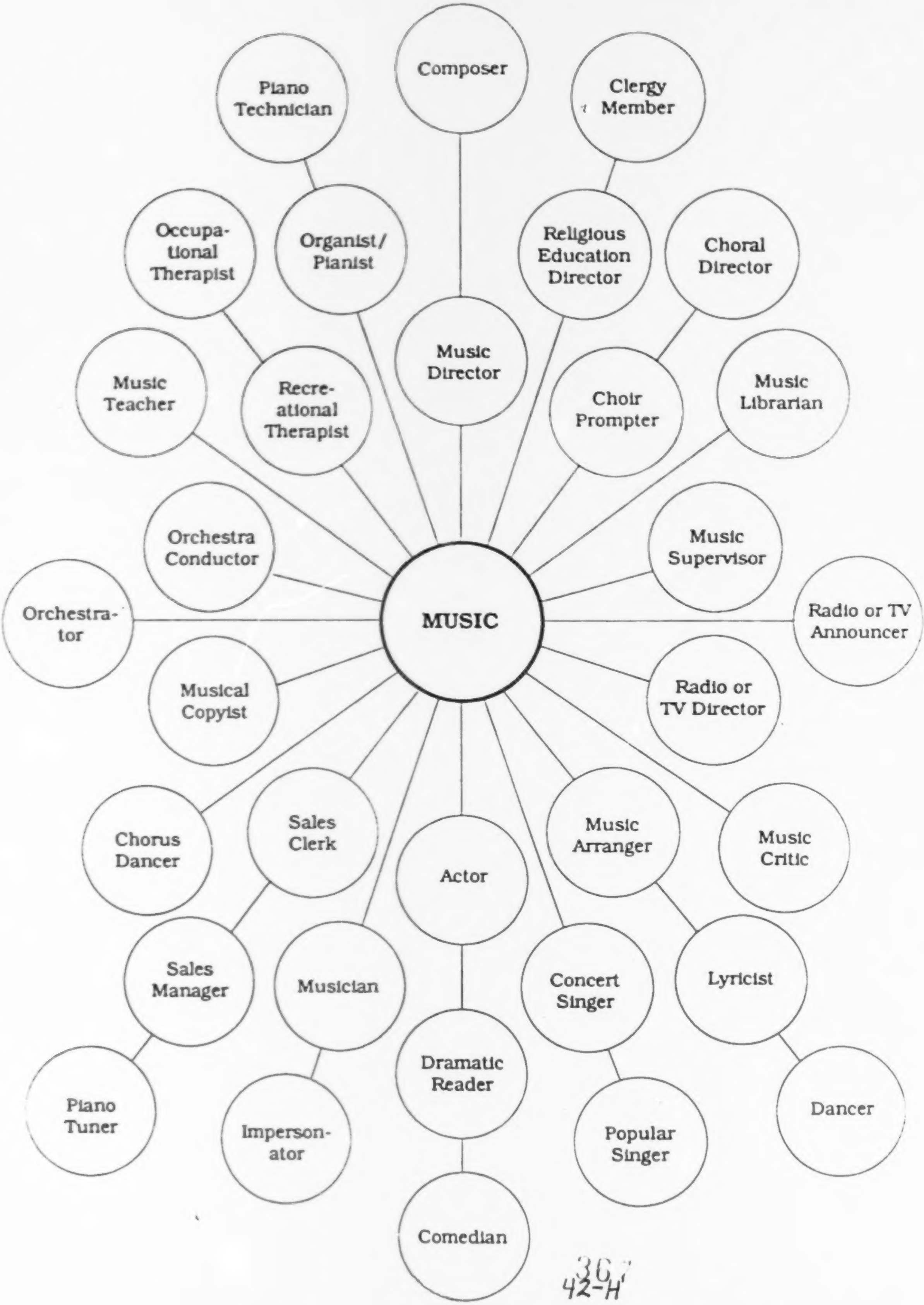
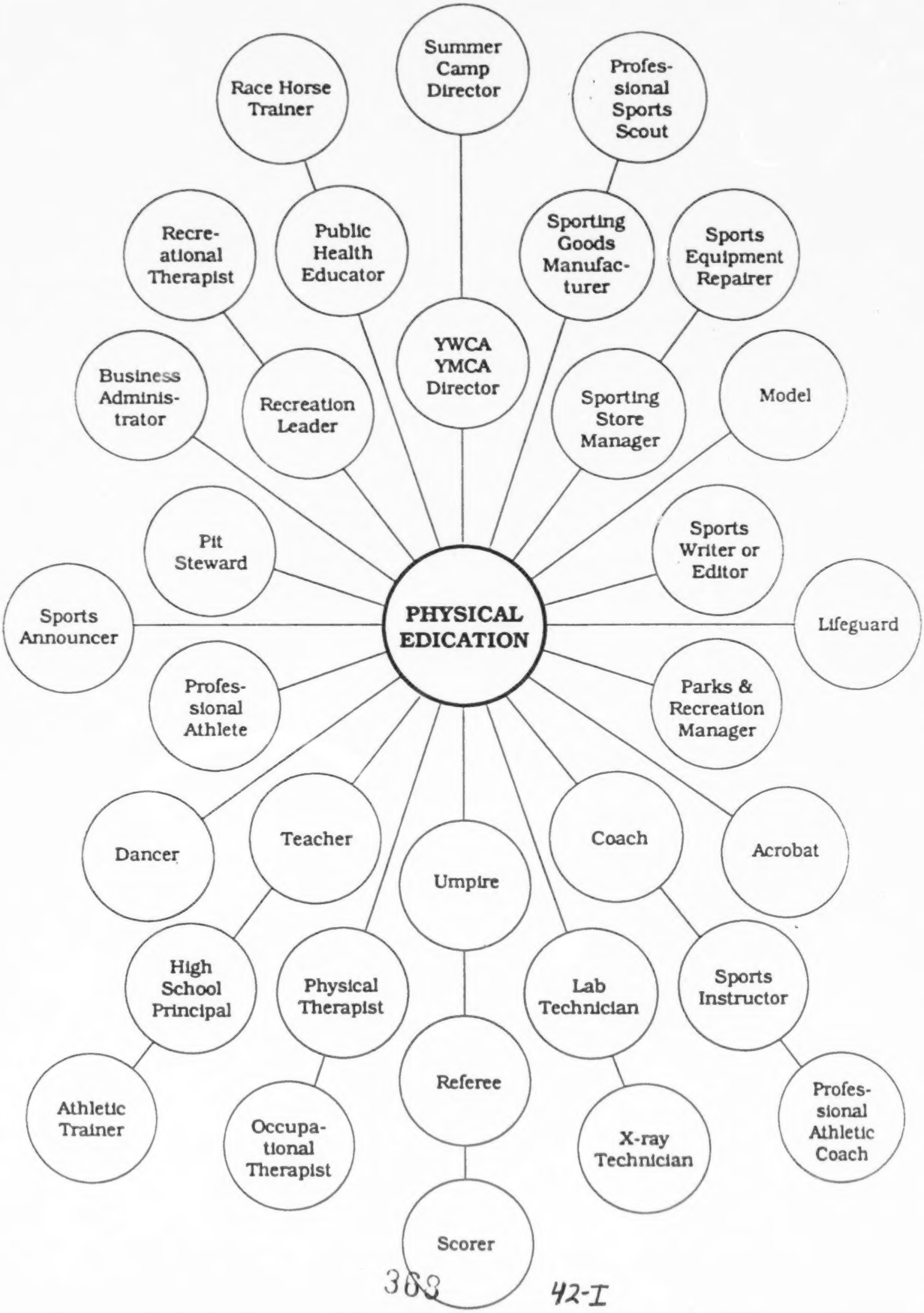
OCCUPATIONAL CLUSTERS


MUSIC
Composer
Piano Technician
Clergy Member
Occupational Therapist
Organist/ Pianist
Religious Education Director
Choral Director
Music Director
Music Teacher
Recreational Therapist
Choir Prompter
Music Librarian
Orchestra Conductor
Music Supervisor
Orchestrator
Radio or TV Announcer
Musical Copyist
Radio or TV Director
Chorus Dancer
Sales Clerk
Actor
Music Arranger
Music Critic
Sales Manager
Musician
Concert Singer
Lyricist
Dramatic Reader
Piano Tuner
Impersonator
Popular Singer
Dancer
Comedian

OCCUPATIONAL CLUSTERS



PHYSICAL EDICATION
Race Horse Trainer
Summer Camp Director
Profes-sional Sports Scout
Recre-ational Therapist
Public Health Educator
Sporting Goods Manufac-turer
Sports Equipment Repairer
Business Adminis-trator
Recreation Leader
YWCA YMCA Director
Sporting Store Manager
Model
Pit Steward
Sports Writer or Editor
Sports Announcer
Lifeguard
Profes-sional Athlete
Parks & Recreation Manager
Dancer
Teacher
Umpire
Coach
Acrobat
High School Principal
Physical Therapist
Lab Technician
Sports Instructor
Athletic Trainer
Occupa-tional Therapist
Referee
X-ray Technician
Profes-sional Athletic Coach
Scorer

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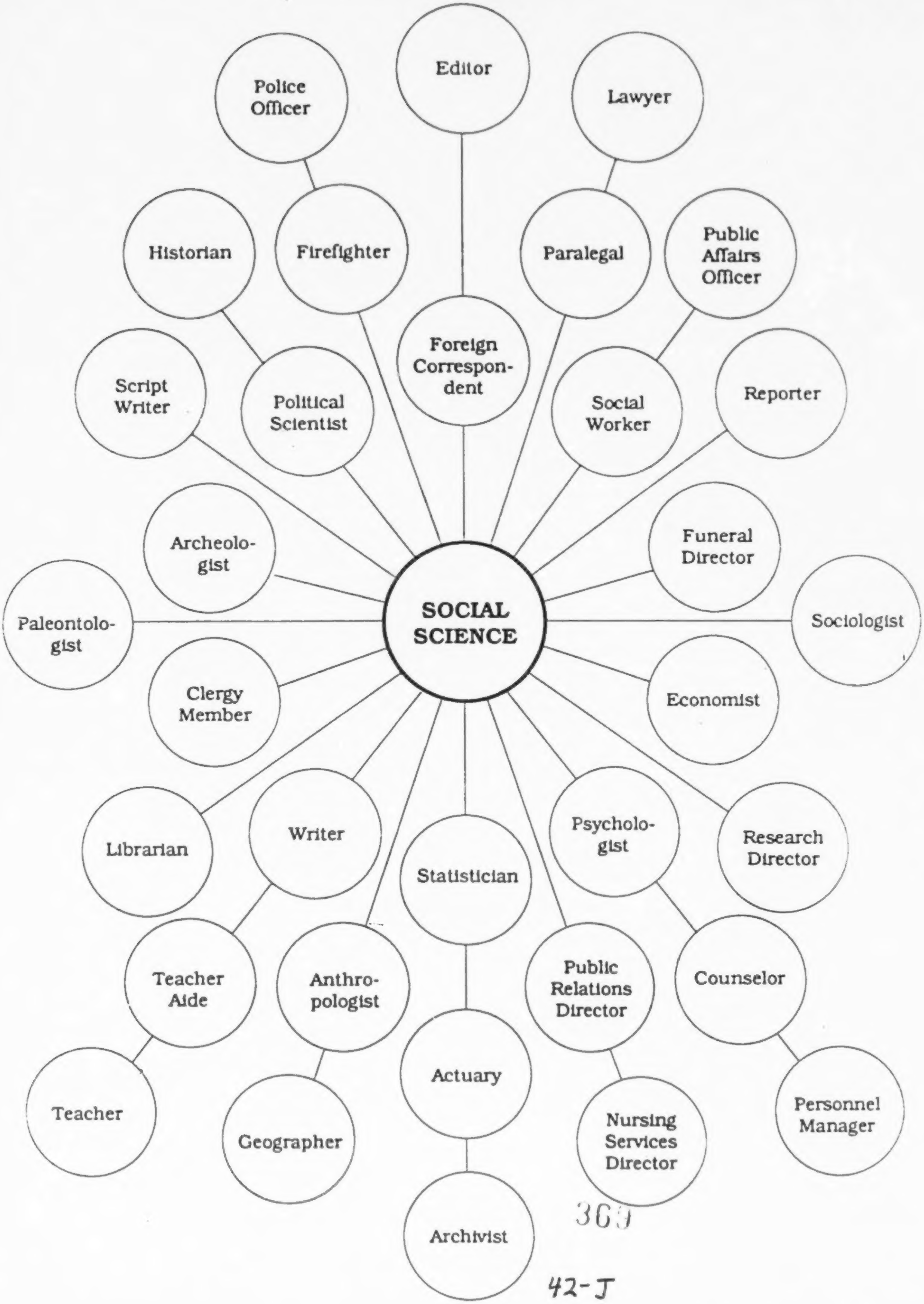
OCCUPATIONAL CLUSTERS



Police Officer
Editor
Lawyer
Historian
Firefighter
Paralegal
Public Affairs Officer
Script Writer
Political Scientist
Foreign Correspondent
Social Worker
Reporter
Archeologist
Funeral Director
Paleontologist
SOCIAL SCIENCE
Sociologist
Clergy Member
Economist
Librarian
Writer
Statistician
Psychologist
Research Director
Teacher Aide
Anthropologist
Public Relations Director
Counselor
Actuary
Teacher
Geographer
Nursing Services Director
Personnel Manager
Archivist

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42-J

PEOPLE BINGO

What I like best about school	School attended last year	Favorite dessert	Hometown
Favorite sport	Favorite food	Hobbies	Most liked vegetable
Parent's first name	Birthday month	Favorite color	Favorite game
Favorite TV program	Favorite singer	Favorite number	Favorite book

ENTRY-LEVEL JOBS

Job Title	Job Outlook	Starting Salary
Aircraft Assemblers	1--Horrible	$7.00 to $13.00
Artists*	1--Horrible	No set wage
Auto Body*	4--Good	$6.00 to $7.50
Auto Mechanics	3--Average	Min. Wg. to $7.99
Automobile Parts Clerks	3--Average	Min. Wg. to $6.50
Bakers	3--Average	Min. Wg. to $6.70
Bank Tellers	3--Average	Min. Wg. to $6.61
Bartenders	4--Good	Min. Wg. to $7.50
Beverage Workers	1--Horrible	Min. Wg. to $7.00
Blacksmiths and Forge Shop Workers*	2--Poor	$7.00 to $10.00
Boatbuilders*	1--Horrible	Min. Wg. to $4.75
Bookbinders*	3--Average	Min. Wg. to $8.00
Bookkeeping Clerks	2--Poor	Min. Wg. to $6.90
Bricklayers	1--Horrible	Min. Wg. to $7.00
Building Maintenance Workers	3--Average	Min. Wg. to $11.50
Bus and Taxi Drivers	3--Average	Min. Wg. to $7.00
Buspersons	5--Excellent	Min. Wg. to $5.25
Cabinetmakers*	2--Poor	Min. Wg. to $7.50
Cannery and Food Processing Workers	1--Horrible	Min. Wg. to $6.25
Carpenters	1--Horrible	Min. Wg. to $9.00
Cashiers	3--Average	Min. Wg. to $8.05
Cement Masons	1--Horrible	$11.23 to $12.90
Chokersetters	1--Horrible	$8.00 to $12.00
Clerk-typist	1--Horrible	Min. Wg. to $7.47
Collection Workers	4--Good	$5.15 to $6.90
Commercial Fishers	1--Horrible	No set wage
Compositions and Typesetters	3--Average	Min. Wg. to $9.00
Construction Laborers	1--Horrible	Min. Wg. to $9.00
Custodians	5--Excellent	Min. Wg. to $5.50
Deckhands	1--Horrible	$6.00 to $11.00
Dispatchers	3--Average	Min. Wg. to $8.50
Domestic Service Workers	5--Excellent	Min. Wg. to $8
Door-to-Door Salespeople	5--Excellent	No set wage
Electricians*	2--Poor	Min. Wg. to $7.50
Electronics Assemblers	1--Horrible	Min. Wg. to $6.50
Fallers and Buckers	1--Horrible	$8.00 to $15.00
Farm and Ranch Hands	1--Horrible	Min. Wg. to $5.70
Farmers and Ranchers	1--Horrible	No set wage
Fast Food Workers	5--Excellent	Min. Wg. to $5.50
Fitness Consultants	4--Good	Min. Wg. to $6.00
Floor and Carpet Layers	2--Poor	$8.50 to $11.00
Floral Designers	4--Good	Min. Wg. to $5.00
Food Service Workers	5--Excellent	Min. Wg. to $7.00
Forklift Operators	1--Horrible	$5.50 to $10.35
Foundry Workers	2--Poor	$6.00 to $10.00
Freight Handlers	2--Poor	Min. Wg. to $17.60
Fry Cooks	5--Excellent	Min. Wg. to $5.50
Garbage Collectors	3--Average	$7.65 to $10.05
General Office Clerks	3--Average	Min. Wg. to $5.75
Glaziers	2--Poor	Min. Wg. to $10.00

44-A

Job Title	Job Outlook	Starting Salary
Grocery Checkers	2--Poor	Min. Wg. to $7.40
Groundskeepers and Gardeners	4--Good	Min. Wg. to $8.00
Handcrafters*	1--Horrible	No set wage
Heavy Equipment Operators	1--Horrible	Min. Wg. to $7.10
Hotel Clerks	4--Good	Min. Wg. to $5.00
Insulation Workers	1--Horrible	$7.10 to $9.00
Interviewing Clerks	3--Average	$5.17 to $8.05
Ironworkers	1--Horrible	$6.00 to $13.00
Janitors	3--Average	Min. Wg. to $7.00
Kitchen Helpers	5--Excellent	Min. Wg. to $7.00
Laundry and Dry Cleaning Workers	4--Good	Min. Wg. to $6.50
Linepersons	2--Poor	$6.25 to $14.10
Lithographic Workers	3--Average	Min. Wg. to $6.00
Local Truck Drivers	3--Average	$6.50 to $10.00
Log Handling Occupations	1--Horrible	$8.00 to $12.00
Long Haul Truck Drivers*	2--Poor	$8 to $11.40
Machine Tool Operators*	2--Poor	$6.50 to $8.50
Machinists*	3--Average	$7.00 to $13.00
Maids	4--Good	Min. Wg. to $5.15
Mail Carriers	2--Poor	$9.50 to $11.50
Meat Cutters	3--Average	$6 to $9
Messengers	3--Average	Min. Wg. to $6.32
Metal Refining Occupations*	1--Horrible	$7.50 to $10.80
Meter Readers	1--Horrible	$7.76 to $10.86
Millwrights*	3--Average	$7.47 to $13
Nursery Workers	4--Good	Min. Wg.
Nurses Aids	4--Good	Min. Wg. to $6.30
Packers and Wrappers	2--Poor	Min. Wg. to $6.75
Painters and Paper Hangers	2--Poor	Min. Wg. to $8.00
Pest Control Workers	4--Good	Min. Wg. to $7.50
Petroleum Processing Occupations	1--Horrible	$9.50 to $14.00
Photofinishers	3--Average	Min. Wg. to $7.75
Plasterers and Drywall Installers	1--Horrible	$6 to $10.00
Plumbers	1--Horrible	Min. Wg. to $9.00
Postal Clerks	1--Horrible	$10.50 to $11.50
Press Operators	3--Average	Min. Wg. to $6.00
Production Assemblers	1--Horrible	Min. Wg. to $8.00
Production Painters and Finishers	2--Poor	Min. Wg. to $10.00
Pulp and Paper Workers	1--Horrible	$7.00 to $9.50
Railroad Laborers	1--Horrible	$8.08 to $12.13
Receptionists	4--Good	Min. Wg. to $6.90
Recreation Attendants	3--Average	Min. Wg. to $6.50
Retail Sales Clerks	3--Average	Min. Wg. to $5.50
Roofers	1--Horrible	Min. Wg. to $7
Room Cleaners	4--Good	Min. Wg. to $5.15
Rubber and Plastics Fabricators	3--Average	Min. Wg. to $6.00
Salespeople	3--Average	Min. Wg. to $9.00
Sawmill and Plywood Laborers	1--Horrible	$6.00 to $9.00
Seamstresses and Tailors	3--Average	Min. Wg. to $5.00
Seasonal Farm Laborers	2--Poor	Min. Wg. to $5.25

44-B

Job Title	Job Outlook	Starting Salary
Secretaries*	3--Average	Min. Wg. to $6.90
Security Guards	4--Good	Min. Wg. to $6.50
Service Station Attendants	2--Poor	Min. Wg.
Sewing Machine Operators	1--Horrible	Min. Wg. to $6.20
Sheet Metal Workers	1--Horrible	Min. Wg. to $9.00
Shipfitters	1--Horrible	$6.00 to $9.00
Shipping and Receiving Clerks	3--Average	Min. Wg. to $6.75
Small Engine Repairers	2--Poor	Min. Wg. to $7.99
Social Service Aides	5--Excellent	$5.77 to $7.50
Stock Clerks	3--Average	Min. Wg. to $6.00
Surveyor's Helpers	3--Average	Min. Wg. to $6.90
Telephone Solicitors	5--Excellent	Min. Wg. to $6.00
Telephone/Telegraph Operator	2--Poor	Min. Wg. to $6.90
Textile Machine Operators	2--Poor	Min. Wg. to $7.00
Tour Guides	3--Average	Min. Wg. to $6.50
Waiters and Waitresses	5--Excellent	Min. Wg. to $6.00
Warehouse Workers	2--Poor	Min. Wg. to $6.50
Welders*	2--Poor	$6.00 to $8.00
Well Drillers	3--Average	$7.00 to $8.00
Woodworking Machine Operators	1--Horrible	Min. Wg. to $8.00
Yarding and Loading Occupations*	1--Horrible	$7.00 to $10.50

* These jobs frequently require training beyond high school

THE DECISION-MAKING PROCESS

DEFINE THE DECISION

GATHER INFORMATION

LIST ALTERNATIVES AND CONSEQUENCES

SELECT THE BEST ALTERNATIVE

MAKE YOUR DECISION

EVALUATE THE RESULTS

45-A

LAST DECISION ON EARTH

DIRECTIONS: You are members of a committee who must select 6 people who will leave earth and travel to another planet to continue life. Due to massive pollution, the resources on earth have been depleted.

You CAN NOT go and the selections MUST be unanimous. Please give careful thought to your selections. As the earth depends on you, you will be asked to justify your decisions.

1. A boy who never finished high school but works as a carpenter.
2. The boy's girlfriend.
3. A 57-year old mayor who, when younger, was a lawyer.
4. A 34-year old female doctor.
5. A member of the clergy
6. A 43-year old black male who is a sergeant of the police force.
7. A young scientist who has already invented many terrific things.
8. The scientist's wife who is pregnant but is not expected to live after the baby is born.
9. A 68-year old female teacher who has been around the world and is a great art lover.
10. An ex-con who was in prison for murder. Since he has been out he has been writing songs that are becoming popular. He wants to be forgiven and start a new life.

DESIGNING THE DOG

(A game that shows the changing workplace)

©1989 Anton Lee Wishik

This game compares the assembly line system of manufacture with the teamwork system of today. Materials required:

Three feet of chalkboard space for every five players
A piece of colored chalk for every player (five different colors)
A kitchen timer

Divide the chalk board into vertical sections for each group. Then divide each vertical section horizontally, so each group has a top half and a bottom half.

Divide your group into at least four assembly lines (five on a line preferred). Have them count off so each worker has a number. Give each line five different colors of chalk, with a color designated for Worker No. 1, Worker No. 2, etc.

Tell them they are part of a toy company which is designing a new product -- a dog. Each assembly line will work on a section of the chalkboard, starting with Worker No. 1. When a bell rings, Worker No. 1 will go to the board and start designing a dog. In a very short time the bell will ring again, Worker No. 1 sits down, and Worker No. 2 hurries to the board and works on that assembly line's design. That continues until all five workers in each line have worked on the design.

Tell them they must use ONLY the tool (piece of chalk) they have been given, and may not erase a co-worker's efforts. They also may not communicate with co-workers. Tell them to work in the top half of their section of the board. Do NOT tell them how much time they have.

Ring the bell. Worker No. 1 on each line rushes to the board. Time 20 seconds and ring the bell again. Worker No. 2 rushes to the board. Give each worker 20 seconds, for a total of 1 minute, 40 seconds for five workers. (If one line has only four workers, Worker No. 1 goes twice).

Let them sit back down and laugh at their work. Discuss assembly-line rules: Work alone; do your task only; use designated tool only; do not communicate with other workers.

Tell them they are going to get another chance, except this time instead of an assembly line they are a team of workers. They will work on the bottom half of their section, and may not disturb the top-half creations. Before they go to the chalkboard, they will have one minute to meet and determine "How Best to Design a Dog." Tell them all the rules from the assembly line method are off -- they as a team may decide "How Best to Design a Dog." In their one-minute meeting they also must select a team leader who can discuss their design afterwards. Solicit questions. If you get questions like "Do we all have to work on the drawing?" or "Can we share chalk?" answer with the mysterious: "You as a team may decide How Best to Design a Dog."

Ring the bell for the one-minute meeting. You likely will observe some groups drawing prototypes, others arguing, etc. Some may divide the dog into sections and designate individuals for each body part.

Ring the bell after one minute. Say "I am the company president, are their any questions?" Do not answer with specifics, but keep repeating. "All the rules from the previous method are off; you as a team may decide How Best to Design a Dog."

Ring the bell. Give the teams the same design time as before (1 minute and 40 seconds in this example). Then ask them to sit down. Again they will laugh and remark for several seconds.

Tell them the company is now going to evaluate the designs. First the entire group will compare the assembly line designs across the top with the teamwork designs across the bottom. Which set is better, and why? The bottom set will always be superior. Let them share the advantages of the teamwork method (planning, sharing ideas, working together, utilizing most skilled member of group). Remind them they had NO ADDITIONAL TIME at the chalkboard -- only the additional time for planning and communication.

Now consider individual group designs -- assembly line against teamwork (top against bottom). Go one by one and ask the team leader to tell: What did you do in your one-minute meeting? How did you accomplish the design? How many artists? Consultants? Did you do a prototype? Have each team leader discuss their team's work. Let them show the advantages of working together.

Now tell them the entire company is going to vote on the best design -- the one to be used for production. Each team gets one vote, and they may not vote for their own. Give them 30 seconds to meet in teams and come up with a vote. Record the votes on the chalkboard and select a winner. Company president breaks all ties.

Which team's design is the winner? Why? The winning team will get a large bonus. Should it be divided equally even if one team member did most of the artwork? They may disagree but generally the workplace answer is yes -- team members often are evaluated on how the entire team performs.

Leave your designs up for a while. They are great conversation pieces, and a graphic demonstration of the need for communication, imagination and teamwork in the workplace of today.

DATA - PEOPLE - THINGS

Quickly score the following activities with a "L" for like and a "D" for dislike. It is not necessary that you have these skills, just consider whether you think you would enjoy doing the following:

- 1. building rocket models
- 2. taking a math course
- 3. making sketches or painting
- 4. participating in group activities
- 5. writing letters
- 6. counseling at a camp
- 7. reading about special subjects
- 8. giving talks
- 9. attending plays
-10. taking care of children
-11. serving as a president
-12. cooking a favorite meal
-13. fixing mechanical things
-14. playing a musical instrument
-15. writing a report
-16. reading or writing poetry
-17. helping others with their personal problems
-18. meeting knowledgeable people
-19. playing chess
-20. working in a hospital laboratory
-21. directing the activities of others
-22. following a work plan organized by your supervisor
-23. playing a team sport
-24. computing income taxes
-25. planting a garden
-26. vacuuming a rug
-27. working math puzzles
-28. decorating your bedroom
-29. creating something with a sewing machine
-30. stocking shelves in a store
-31. waiting on people in a store
-32. reading stories to children
-33. going on a family picnic
-34. working crossword puzzles
-35. budgeting money
-36. building birdhouses
-37. doing research
-38. cleaning a closet
-39. making new friends
-40. writing advertising copy
-41. doing carpentry work
-42. working as an accountant
-43. working as a forest ranger
-44. planning a family vacation
-45. doing television repair work

Interest Survey Key

DATA: 2, 5, 7, 15, 16, 19, 20, 24, 27, 28, 34, 35, 37, 42, 44,

PEOPLE: 4, 6, 8, 9, 10, 11, 17, 18, 21, 22, 23, 31, 33, 39, 43,

THINGS: 1, 3, 12, 13, 14, 22, 25, 26, 29, 30, 36, 38, 40, 41, 45,

Next add up the "Data" items which were marked and record the score by circling this number on the Data Scale. Do the same for "People" and "Thing" items.

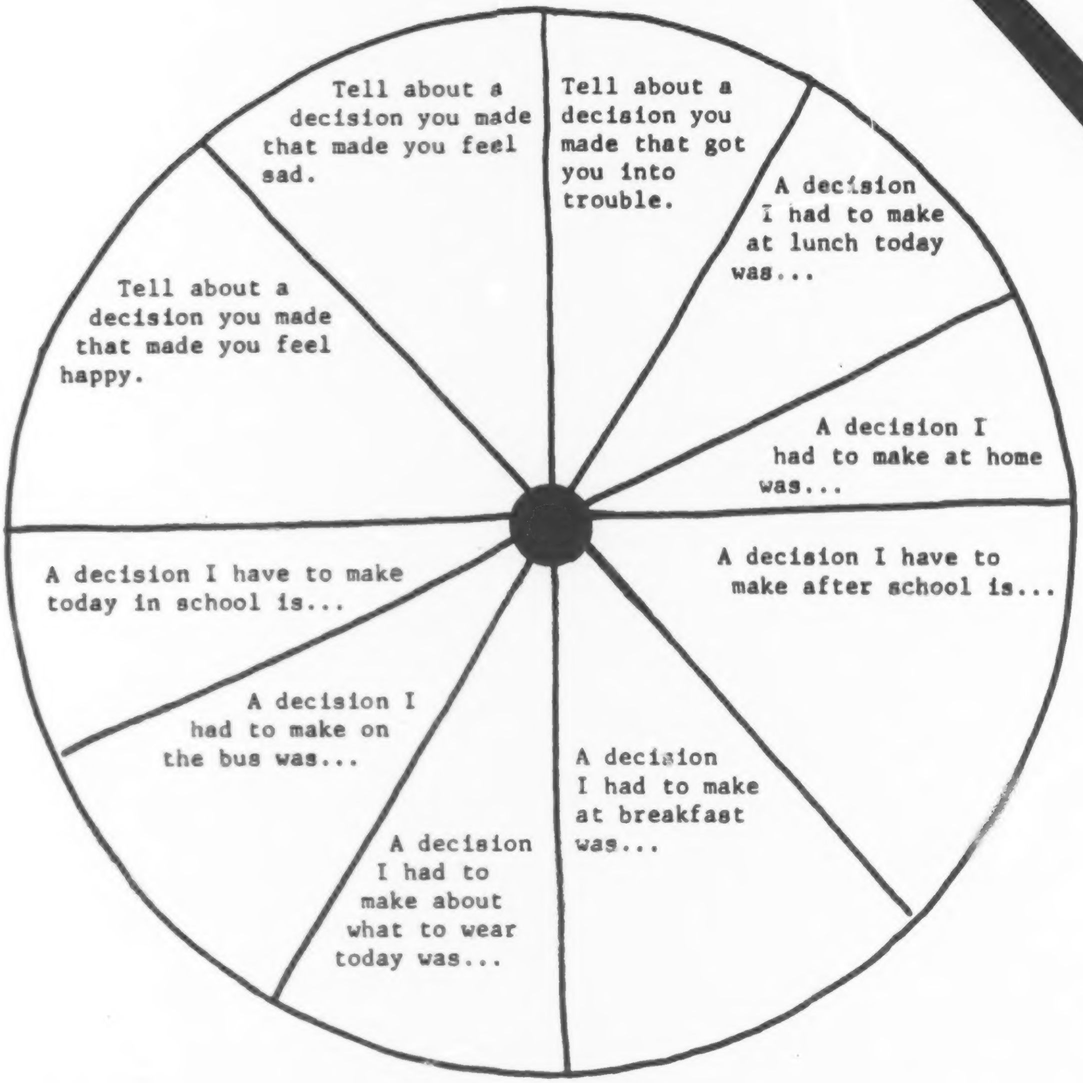
Tabulation Scale

D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

P 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

T 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

DECISION DIAL



Tell about a decision you made that made you feel sad.

Tell about a decision you made that got you into trouble.

A decision I had to make at lunch today was...

A decision I had to make at home was...

A decision I have to make after school is...

A decision I had to make at breakfast was...

A decision I had to make about what to wear today was...

A decision I had to make on the bus was...

A decision I have to make today in school is...

Tell about a decision you made that made you feel happy.

LEISURE ALTERNATIVES

A. List those things you do on a typical Saturday.

1. ____________________ 5. ____________________

2. ____________________ 6. ____________________

3. ____________________ 7. ____________________

4. ____________________ 8. ____________________

B. Star (*) the positive uses of your time.

C. Check (✓) the negative uses of your time.

D. What factors indicate a *positive* use of time? ____________________

____

____

E. What factors indicate a *negative* use of time? ____________________

____

____

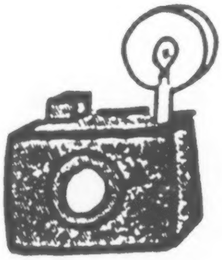
F. Name one way you could have used your leisure time more effectively.

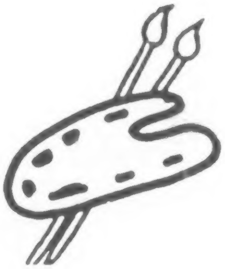
____

____

____

Resolution: Try to make next Saturday more effective than most Saturdays.





ASSERTIVE INTERVIEW SCORE SHEET

Did the person . . .

1. Know about the type of work they were applying for? (0-10) ____________

2. Know about the specific employer and the job opening? (0-10) ____________

3. Show that they are really interested in the job? (0-10) ____________

4. Give complete and interesting answers to questions -- more than yes or no? (0-10) ____________

5. Volunteer lots of information about themselves -- background, work history, education, goals, etc. (0-20) ____________

6. Ask good questions of the interviewers about the employer and the job? (0-10) ____________

7. A. Make eye contact (0-5) ____________
   B. Have good posture (0-5) ____________
   C. Speak clearly (0-5) ____________
   D. Smile and use facial expressions (0-5) ____________
   E. Answer quickly and easily (0-5) ____________
   F. Say something especially interesting (0-5) ____________

TOTAL (0-100) ____________

50

FIFTY QUESTIONS ASKED BY EMPLOYERS DURING THE INTERVIEW

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals, and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long-range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or instructor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How have your experiences prepared you for working here?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in this field?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our company?
21. What qualities should a successful ______ possess?
22. Describe the relationship that should exist between a supervisor and those reporting to that supervisor.
23. What two or three accomplishments have given you the most satisfaction?
24. Describe your most rewarding experience in school.
25. If you were hiring someone for this position, what qualities would you look for?

26. Why did you select this occupation?
27. Why did you select the training program you did?
28. What school subjects did you like best? Why?
29. What school subjects did you like the least? Why?
30. If you could do so, how would you plan your education and training differently?
31. What changes would you make in your high school? Why?
32. Do you have plans to continue your education in some way? What are they?
33. Do you think that your grades are a good indication of your capabilities?
34. What have you learned from your hobbies, interests and outside activities?
35. In what kind of a work environment are you most comfortable?
36. How do you work under pressure?
37. Which of your past jobs have you found most interesting? Why?
38. How would you describe the ideal job for you right now?
39. How did you decide to seek a position with this company?
40. What do you know about our company?
41. What two or three things are most important to you in your job?
42. Do you prefer a company of a certain size? Why?
43. What criteria are you using to evaluate the company for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. What questions would you like to ask?
49. What major problem have you encountered and how did you deal with it?
50. What have you learned from your mistakes?

DICTIONARY OF OCCUPATIONAL TITLES
(DOT)

OCCUPATIONAL CATEGORIES

0/1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Agricultural, fishery, forestry, and related occupations
5	Processing occupations
6	Machine trades occupations
7	Benchwork occupations
8	Structural work occupations
9	Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01	Occupations in architecture, engineering, and surveying
02	Occupations in mathematics and physical sciences
03	Computer-related occupations
04	Occupations in life sciences
05	Occupations in social sciences
07	Occupations in medicine and health
09	Occupations in education
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
12	Occupations in religion and theology
13	Occupations in writing
14	Occupations in art
15	Occupations in entertainment and recreation
16	Occupations in administrative specializations
18	Managers and officials, n.e.c.
19	Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
22	Production and stock clerks and related occupations
23	Information and message distribution occupations
24	Miscellaneous clerical occupations
25	Sales occupations, services
26	Sales occupations, consumable commodities
27	Sales occupations, commodities, n.e.c.
29	Miscellaneous sales occupations

SERVICE OCCUPATIONS

30	Domestic service occupations
31	Food and beverage preparation and service occupations
32	Lodging and related service occupations
33	Barbering, cosmetology, and related service occupations
34	Amusement and recreation service occupations
35	Miscellaneous personal service occupations
36	Apparel and furnishings service occupations
37	Protective service occupations
38	Building and related service occupations

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40	Plant farming occupations
41	Animal farming occupations
42	Miscellaneous agricultural and related occupations
44	Fishery and related occupations
45	Forestry occupations
46	Hunting, trapping, and related occupations

PROCESSING OCCUPATIONS

50	Occupations in processing of metal
51	Ore refining and foundry occupations
52	Occupations in processing of food, tobacco, and related products
53	Occupations in processing of paper and related materials
54	Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55	Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56	Occupations in processing of wood and wood products
57	Occupations in processing of stone, clay, glass, and related products
58	Occupations in processing of leather, textiles, and related products
59	Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60	Metal machining occupations
61	Metalworking occupations, n.e.c.
62/63	Mechanics and machinery repairers
64	Paperworking occupations
65	Printing occupations
66	Wood machining occupations
67	Occupations in machining stone, clay, glass, and related materials
68	Textile occupations
69	Machine trades occupations, n.e.c.

BENCHWORK OCCUPATIONS

70	Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71	Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products
72	Occupations in assembly and repair of electrical equipment
73	Occupations in fabrication and repair of products made from assorted materials
74	Painting, decorating, and related occupations
75	Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76	Occupations in fabrication and repair of wood products
77	Occupations in fabrication and repair of sand, stone, clay, and glass products
78	Occupations in fabrication and repair of textile, leather, and related products
79	Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80	Occupations in metal fabricating, n.e.c.
81	Welders, cutters, and related occupations
82	Electrical assembling, installing, and repairing occupations
84	Painting, plastering, waterproofing, cementing, and related occupations
85	Excavating, grading, paving, and related occupations
86	Construction occupations, n.e.c.
89	Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90	Motor freight occupations
91	Transportation occupations, n.e.c.
92	Packaging and materials handling occupations
93	Occupations in extraction of minerals
95	Occupations in production and distribution of utilities
96	Amusement, recreation, motion picture, radio and television occupations, n.e.c.
97	Occupations in graphic art work

THE GUIDE FOR OCCUPATIONAL EXPLORATION (GOE)

INTEREST AREAS

ARTISTIC	includes literary and visual arts, drama, music, dance, and crafts.
SCIENTIFIC	includes physical and life science, medicine, and laboratory technology.
PLANTS AND ANIMALS	includes animal care and training, plant care, and related areas.
PROTECTIVE	includes safety and law enforcement and security services.
MECHANICAL	includes engineering, quality control, transportation, and related work.
INDUSTRIAL	includes production work, production technology, etc.
BUSINESS DETAIL	includes administration, math and finance related work, clerical work, etc.
SELLING	includes general sales and related work.
ACCOMMODATING	includes hospitality services, personal care service, and passenger and customer services.
HUMANITARIAN	includes social services, nursing, therapy, specialized teaching services, etc.
LEADING-INFLUENCING	includes education, law, management and administration, communications, etc.
PHYSICAL PERFORMING	includes sports and related areas.

STANDARD OCCUPATIONAL CLASSIFICATION GROUPS

Administrative and managerial occupations

Engineers, surveyors, and architects

Natural scientists and mathematicians

Social scientists, social workers, religious workers, lawyers

Teachers, librarians, and counselors

Health diagnosing and treating practitioners

Registered nurses, pharmacists, dieticians, therapists, and physician assistants

Health technologists and technicians

Writers, artists, and entertainers

Technologists and technicians, except health

Marketing and sales occupations

Administrative support occupations, including clerical

Service occupations

Agricultural and forestry occupations

Mechanical and repair occupations

Construction and extractive occupations

Production occupations

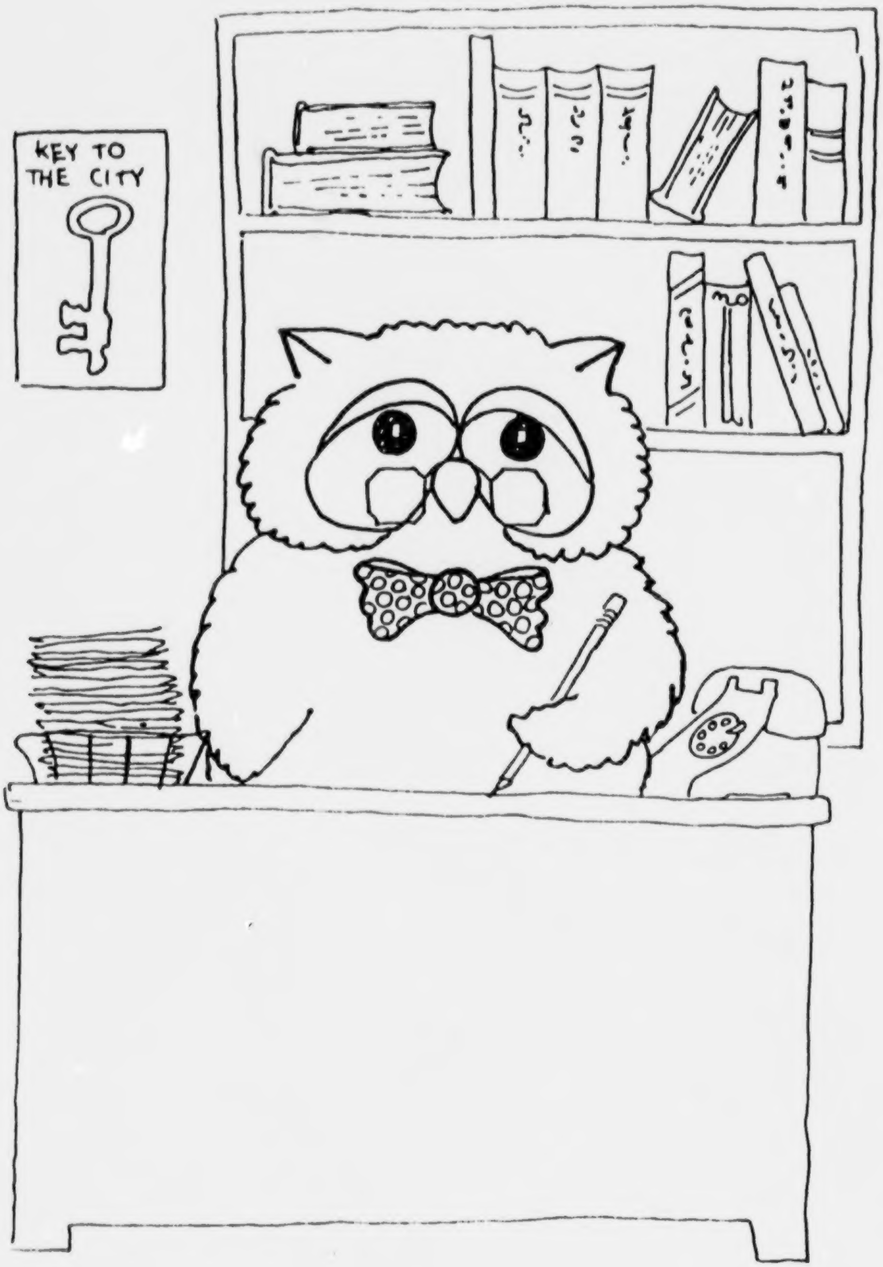
Transportation and material moving occupations

Helpers, handlers, equipment cleaners, and laborers

Military occupations

53-B

MAYOR


KEY TO
THE CITY

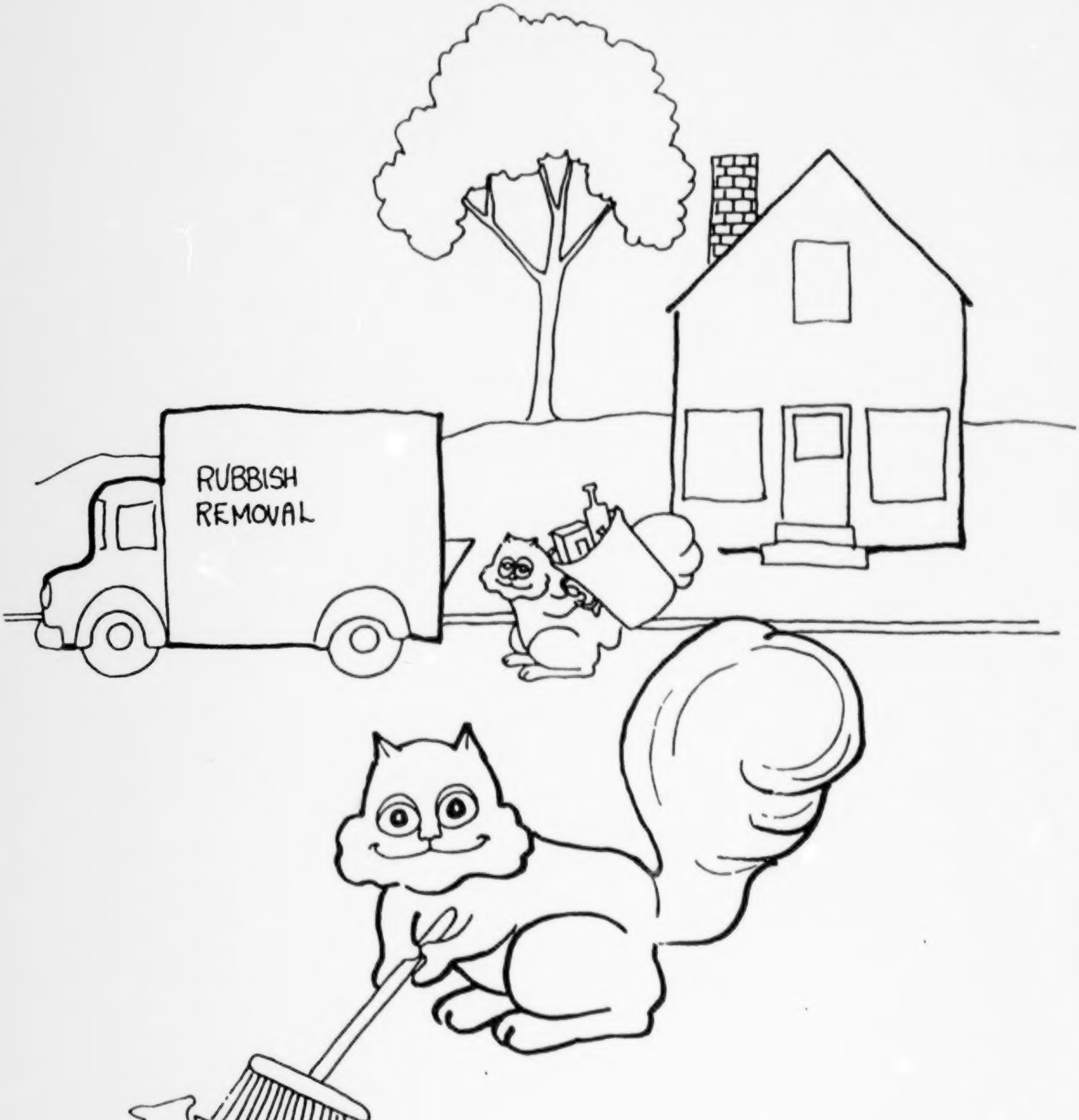
CITY MANAGER

EXPLORING YOUR COMMUNITY

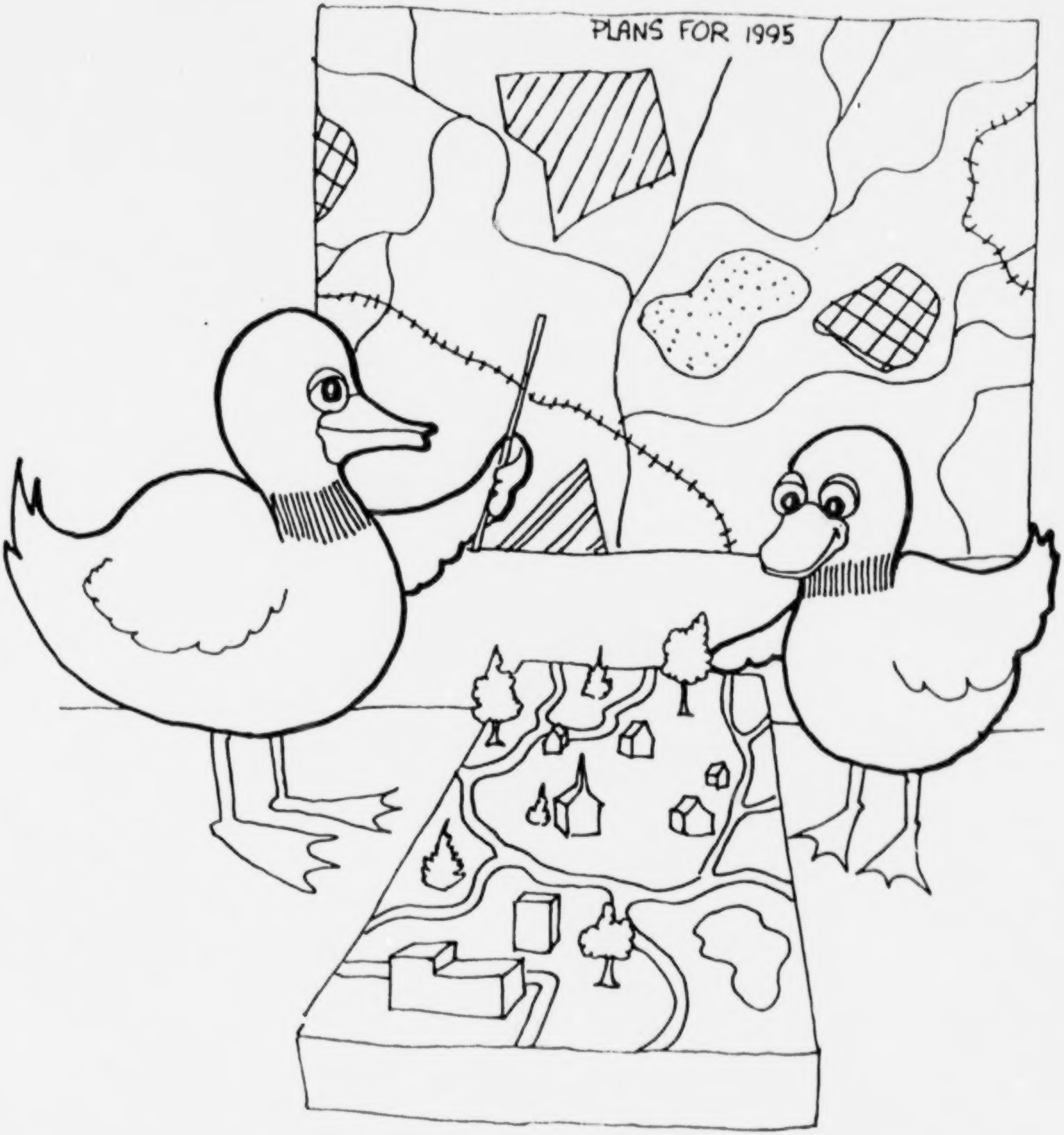
CITY COUNCIL

54-C

PUBLIC WORKS DEPT.


RUBBISH
REMOVAL

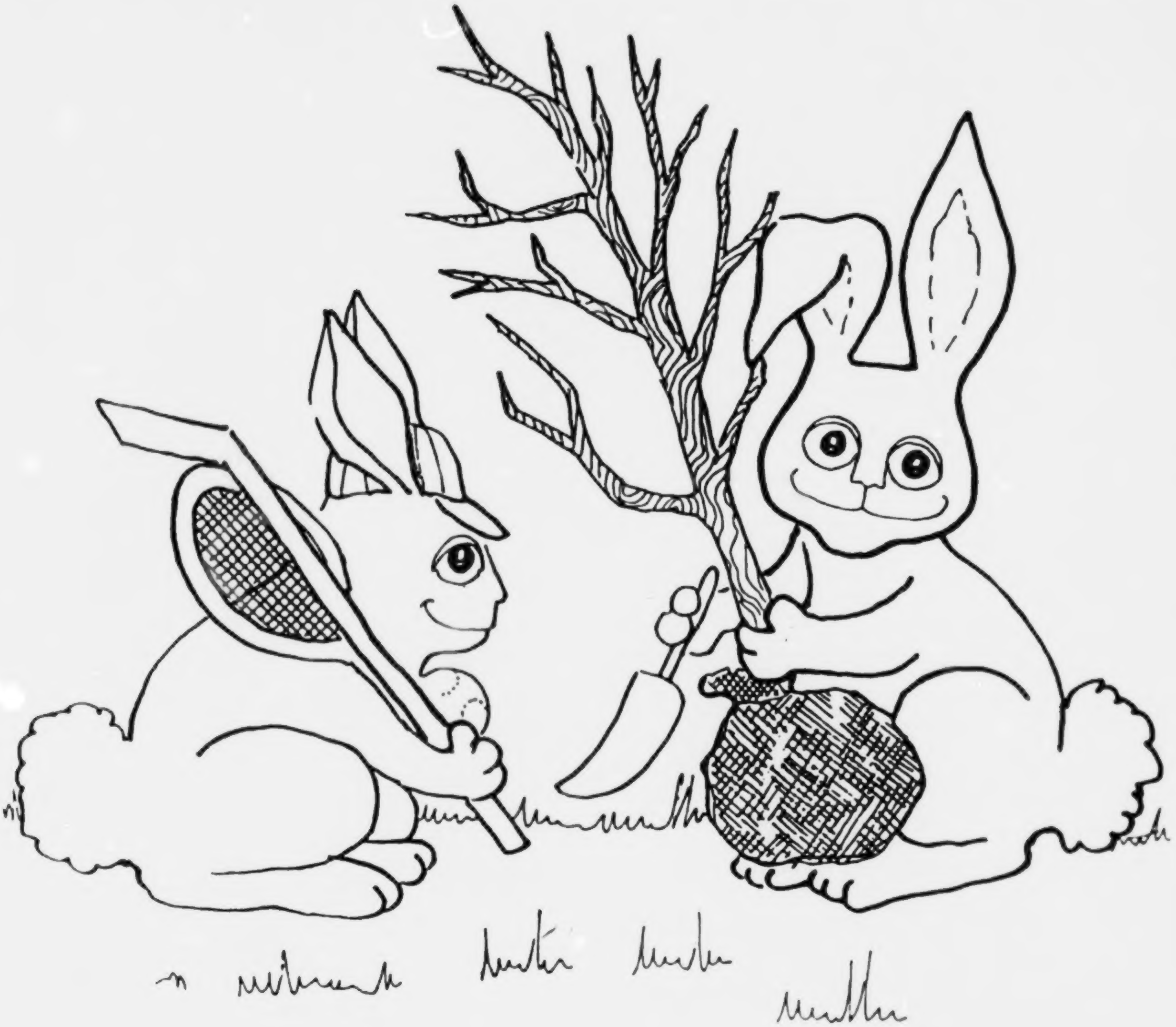
PLANNING DEPARTMENT


PLANS FOR 1995

EXPLORING YOUR COMMUNITY

PUBLIC UTILITIES

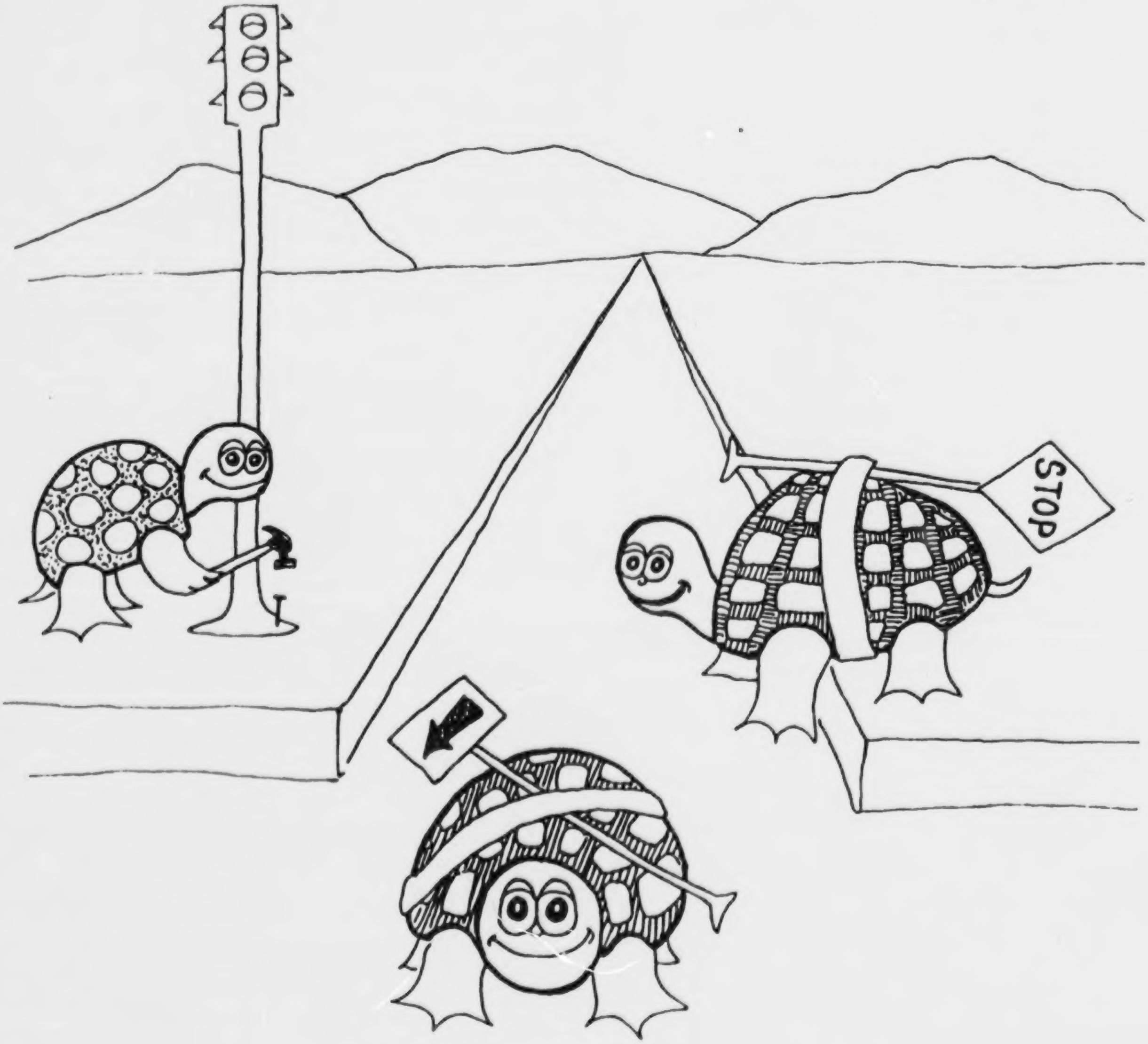
PARKS AND RECREATION DEPT.



54-G

EXPLORING YOUR COMMUNITY

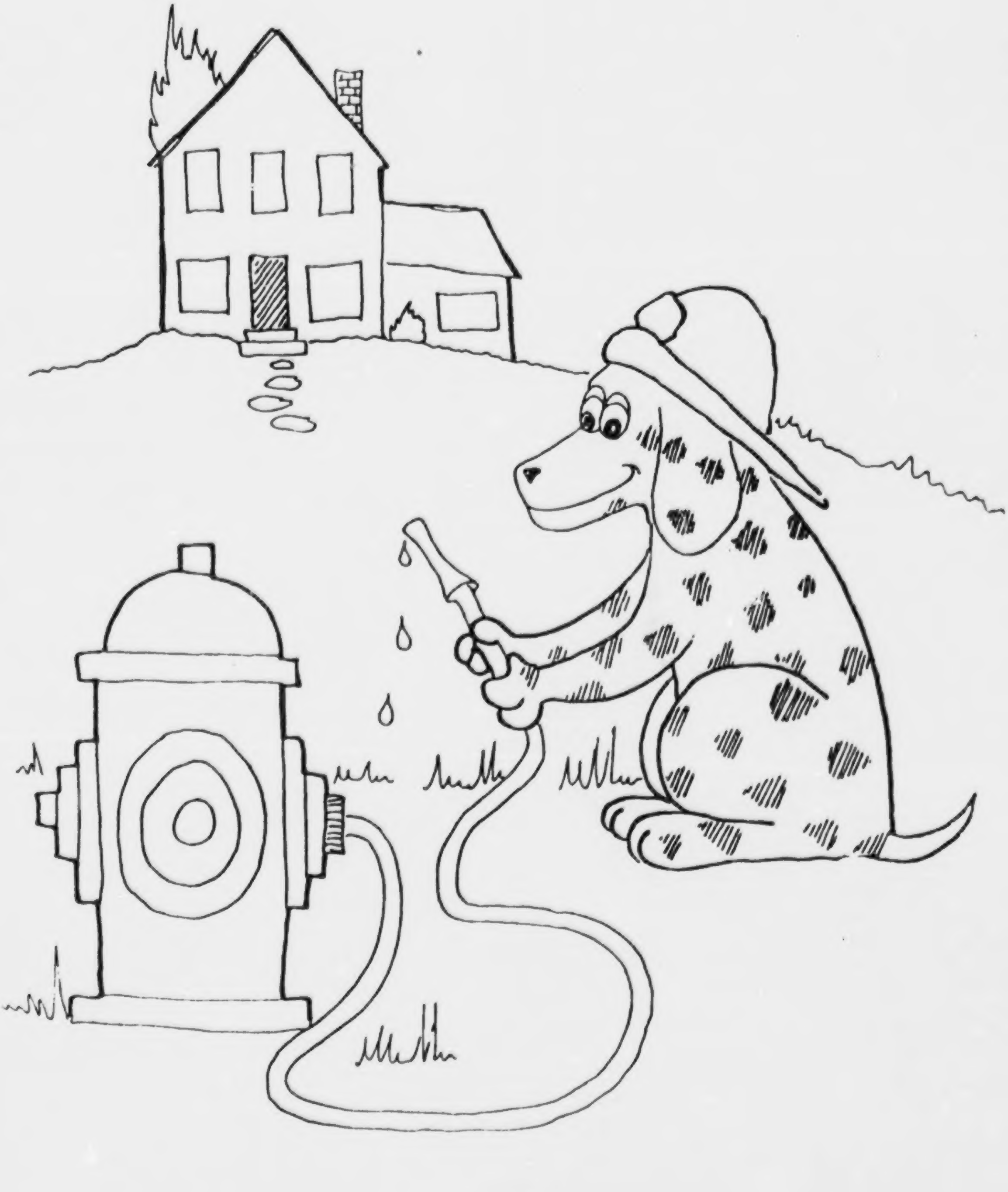
TRAFFIC ENGINEER



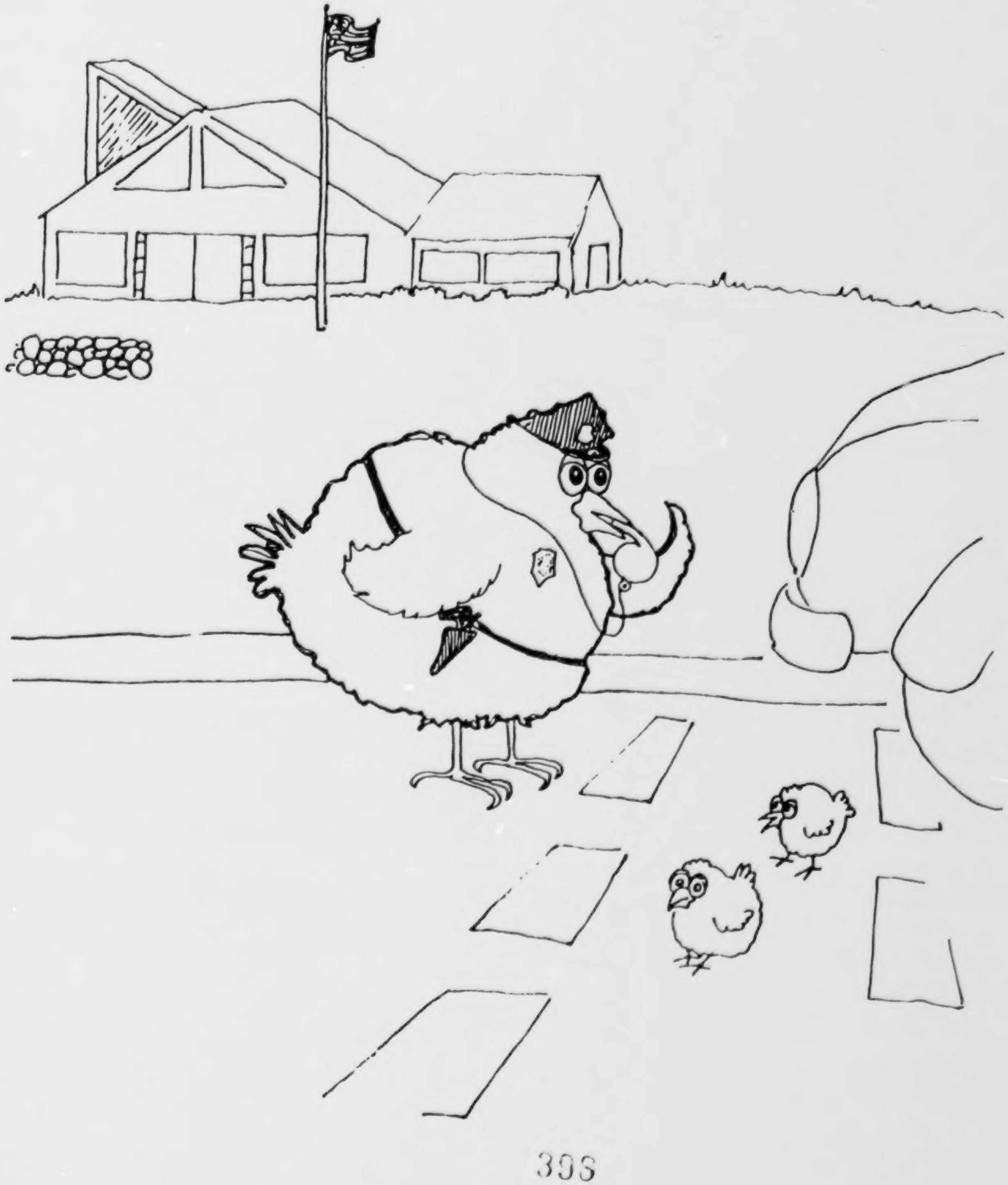
54-H 306

EXPLORING YOUR COMMUNITY

FIRE DEPARTMENT



POLICE DEPARTMENT



54-J

SCHOOL IN THE WORLD

Read each activity below. Decide which school subjects could be helpful in order to do the activity well. Write the school subject abbreviations on the lines provided.

A -- Art
MU -- Music
SS -- Social Studies
S -- Science
M -- Math
R -- Reading
W -- Writing
S -- Spelling
PE -- Physical Education

Taking a bus downtown ____________________.

Buying shoes ____________________.

Buying 3 pounds of coffee ____________________.

Selecting a record for a friend ____________________.

Working a paper route ____________________.

Putting up a tent ____________________.

Identifying a flower ____________________.

Dividing candy ____________________.

Finding out what's playing at the local movie house ____________________.

Riding a bicycle ____________________.

Chosing a picture ____________________.

Making friends with a neighbor ____________________.

Planning an auto trip ____________________.

Working on a school newspaper ____________________.

Knowing about other people's holidays ____________________.

Playing on a teeter totter or seesaw ____________________.

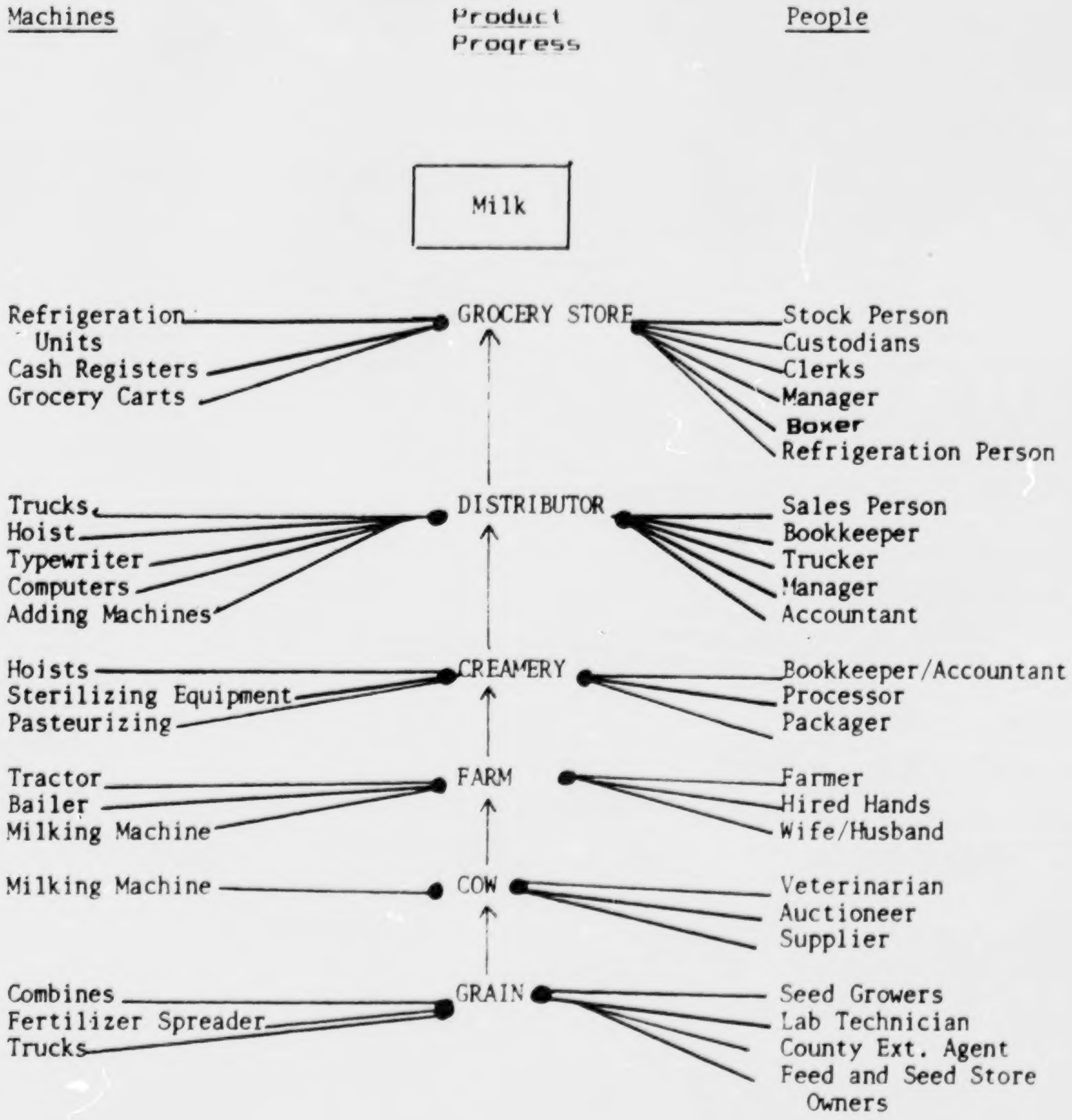
Making half a recipe of some dessert ____________________.

____

____

____

MILK ON MY TABLE
Flow Chart


Machines
Product Progress
People
Milk
Refrigeration Units
Cash Registers
Grocery Carts
GROCERY STORE
Stock Person
Custodians
Clerks
Manager
Boxer
Refrigeration Person
Trucks
Hoist
Typewriter
Computers
Adding Machines
DISTRIBUTOR
Sales Person
Bookkeeper
Trucker
Manager
Accountant
Hoists
Sterilizing Equipment
Pasteurizing
CREAMERY
Bookkeeper/Accountant
Processor
Packager
Tractor
Bailer
Milking Machine
FARM
Farmer
Hired Hands
Wife/Husband
Milking Machine
COW
Veterinarian
Auctioneer
Supplier
Combines
Fertilizer Spreader
Trucks
GRAIN
Seed Growers
Lab Technician
County Ext. Agent
Feed and Seed Store Owners

TESTING YOUR CAREER PLANNING KNOWLEDGE

Circle the answer you think is correct.

T F 1. Most people have the ability to do well in any job if they set their minds to it.

T F 2. Except for the income it provides, your job has little influence on your way of life.

T F 3. The average American spends more waking time in work-related activities (including homemaking) than any other activity.

T F 4. There is only one "right job" for you in terms of your ability.

T F 5. Most persons remain in the same job throughout their adult lives.

T F 6. The typical American will work in more than four completely different occupations during his or her lifetime.

T F 7. Few women work outside of the home after marriage.

T F 8. Apprentices are paid while they learn.

T F 9. The state Employment Security Commission provides free information about job openings and job training programs.

T F 10. Over two-thirds of all existing job openings do not require a college degree.

T F 11. Programs at 2 year community colleges are limited to students who want to transfer to 4 year colleges.

T F 12. Entering an occupation is the only way you can learn whether you might like it.

T F 13. The earlier you choose your life's work the better.

T F 14. Women now are working at jobs which were once held only by men.

TESTING YOUR CAREER PLANNING KNOWLEDGE (cont'd.)

15. What will the labor force probably be like 10 years from now?
    A. Most jobs will require 4 or more years of college.
    B. There will be a greater percentage of jobs for unskilled workers.
    C. There will be a greater percentage of jobs for those with technical skills acquired beyond high school.

16. Which one of the following is the best way to begin career planning?
    A. Look at what is available on the job market.
    B. Take tests to find out what you should do.
    C. Decide what it is you consider most important in life.

17. If you are interested in so many occupations you cannot make up your mind, you should first-
    A. Try out as many jobs as you can.
    B. Try one and if you like it, stick with it.
    C. Find out more about what each occupation is like.

18. Which of the following is probably the best way for you to find out whether you would like the work of a carpenter?
    A. Ask a counselor.
    B. Talk to a building contractor.
    C. Get "hands on" experience through various adult education courses or work experience.

57-B

Discuss answers with the class.

ANSWER KEY TO TRUE-FALSE TEST

"Testing Your Career Planning Knowledge"

1. FALSE. Many jobs demand a mastery of specific skills: obviously this bars a large number of people who may never be able to acquire such skills from success in such an occupation.

2. FALSE. People's jobs may influence where they live, with whom they associate, what they do for recreation.

3. TRUE. The average American spends a great deal of time either at work or in work-related activities. It is typical to spend more time at work than with your family or in relaxation. Thus, when you consider the answers to Questions 2 and 3 together, you can see that you should plan your vocational life rather than letting it fall to fate.

4. FALSE. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your life, resulting in different preferences in work.

5. FALSE. The average person will change jobs at least six times during his lifetime. Frequently a change in jobs will require the acquisition of new skills and/or a need for additional training. Planning in advance will certainly facilitate such changes.

6. TRUE. This is actually another way of looking at Question 5. Not only do people change jobs, in which they perform basically the same functions but for different employers, but more frequently than you might have expected, people change occupations, in which they perform different functions for the same or different employers.

7. FALSE. Many women continue to work after marriage: also, many return to the work force after child-rearing. In 1981, 62% of American women between the ages of 18-64 were employed outside the home. Over 90% of the girls in high school now will work outside the home for a part or most of their lives. The average woman today can expect to work for an average of 25 years. About five out of ten adult women are either single, widowed, divorced or separated from their husbands and are, therefore, responsible for their own financial support.

8. TRUE. Apprentices are paid a percentage of current journeyman's wages, making this a type of training which pays you, rather than the more typical instance where you pay for training.

9. TRUE. Beside those items mentioned, MESC also provides free occupational testing, employment counseling, and assistance in job placement.

10. TRUE. The employment trend to 1985 indicates that as few as one-fourth of all job openings will require college training, despite the popular belief that "you need a college education these days". You should consider your goals very carefully before undertaking a venture as long and expensive as going to college may be.

11. FALSE. Community Colleges now emphasize skill training for immediate employability, as well as academic programs. They offer a wide range of programs. They offer a wide range of programs to all segments of the populations.

12. FALSE. There are a number of ways to determine whether you would like a particular occupation: reading, talking with persons in the field, and actual "hands on" experiences are among them.

13. FALSE. Establishing a fixed pattern may not account for future opportunities and interests. Becoming too rigid may amount to "vocational death" or stagnation.

14. TRUE. Not only does the ending of discriminatory hiring practices enable a more efficient use of human resources, it also allows individuals to follow their own interests in a more fulfilling way.

15. C. The skill requirements for jobs rises each year due to advancing technology. While there will be numerical growth in almost all occupational categories, the proportion of people in them will change quite a bit. The greatest growth in proportion will occur in professional and technical occupations. Put another way, your chances of success are far better if you have a needed vocational skill, but this does not necessarily mean going to college.

16. C. Determining your desires should be the starting point: the other steps mentioned will add direction to this.

17. C. Good decision making is based on a broad range of knowledge, and there are many ways to get it. While gaining practical experience by actually doing a job is obviously very desirable, it is not always possible or practical. And when you have many interests, reading can provide much of the information you will need.

18. C. Having narrowed the field down to one interest, the practical experience of working as a carpenter's helper is ideal. Or often you can find a course in adult education, community college, or life-long education programs that will enable you to get such experience without leaving your present job.

If you miss 1 or 2 you are a Champ! 3 or 4, very good; 5 or more, you've got a lot to learn.

THE CLOSED MIND

DIRECTIONS: Read each line aloud putting accent on every word enclosed in a square. NOTE how the meaning of the sentence varies with the stress you put on different words--although the same words are said every time. Often your vocal tones are not saying the same thing your words are saying:

THE CLOSED-MIND ATTITUDE

I DON'T CARE WHAT YOU THINK!

I **DON'T** CARE WHAT YOU THINK!

I DON'T **CARE** WHAT YOU THINK!

I DON'T CARE **WHAT** YOU THINK!

I DON'T CARE WHAT **YOU** THINK!

I DON'T CARE WHAT YOU **THINK!**

10 REASONS WE FAIL TO COMMUNICATE

1. PRE-JUDGEMENT--
   This is the tendency to conclude ahead of time that, because of the way the speaker LOOKS or the way he STARTS, he really has nothing to say.
2. JUMP TO CONCLUSIONS--
   We have already decided the material is too trivial, too difficult, or too something else and we turn off our listening and just sit there.
3. ASSUME--
   We assume that other people think, feel and speak the same way we do.
4. CLOSED MIND--
   When one assumes the answer is already known or what the speaker is going to say, the mind is closed to effective listening.
5. LACK OF ATTENTION--
   Most people speak at a rate of about 125 words per minute while most of us listen or think between 500 and 1000 words a minute. We use the "spare time" to think of other things.
6. WISHFUL HEARING--
   We hear what we want to hear--interpret as it best fits our wants and needs.
7. DIFFERENT MEANINGS--
   Words do not always have the same meanings to different people. (BASTE--to a cook, seamstress, welder.)
8. TALK TOO MUCH--
   It is difficult to learn anything when you're doing all the talking.
9. LACK EMPATHY--
   Cannot look at things from the other person's point of view.
10. FEAR--
    The other guy may be right and we may be wrong. When this reason is preventing us from listening, we are usually guilty of looking for a mistake or a flaw that we can pick to pieces and start an argument.

DECISIONS, DECISIONS!

Q	S	G	R	E	V	A	L	U	A	T	E	N	T	A
X	U	W	E	V	T	S	Z	N	L	P	O	N	K	B
Z	Y	E	A	X	M	T	N	O	B	I	P	Y	S	I
F	W	R	S	Q	D	E	Q	A	T	M	T	R	L	L
Y	I	M	O	T	E	N	O	U	P	P	I	O	O	I
W	R	R	N	D	I	V	L	U	T	S	O	T	R	T
X	U	Y	S	P	R	O	B	L	E	M	N	N	Z	I
C	S	U	R	T	S	Q	N	P	M	G	B	E	A	E
W	H	A	I	J	H	D	Z	S	L	H	I	V	C	S
A	S	O	B	J	E	C	T	I	V	E	J	N	F	D
N	B	K	I	X	G	C	Y	N	K	H	G	I	E	W
T	E	L	F	C	I	M	P	O	R	T	A	N	T	E
S	V	W	X	O	E	I	N	T	E	R	E	S	T	S

1. A dilemma, or difficulty you want to solve, is called a ______. Defining this dilemma clearly is the ______ step in preparing to make a decision.

2. The best way to define the question is to list all your ______ for needing to make a decision and seeing if (and exactly what it is) you need to decide.

3. In order to arrive at this list, you should write down all your ______ and considerations, and then ______ them.

4. You know your decision is a good one if it offers the best ______ to the difficulty you're attempting to solve.

5. One possible solution to your problem is known as an alternative; it can also be called a ______, or an ______. You should be aware of all your alternatives before attempting to make a big decision.

6. Once you've discovered your alternatives, you must then ______ or measure them against the goals you've set for yourself.

7. An aim or goal is also known as an ______. You should know what your goals are before you make a choice.

8. Another aspect of decision-making is self-knowledge; you gain this by taking ______, or stock, of yourself and figuring out what you really want to do.

9. You acquire self-knowledge (and get closer toward knowing your goals) by learning what is most ______ to you.

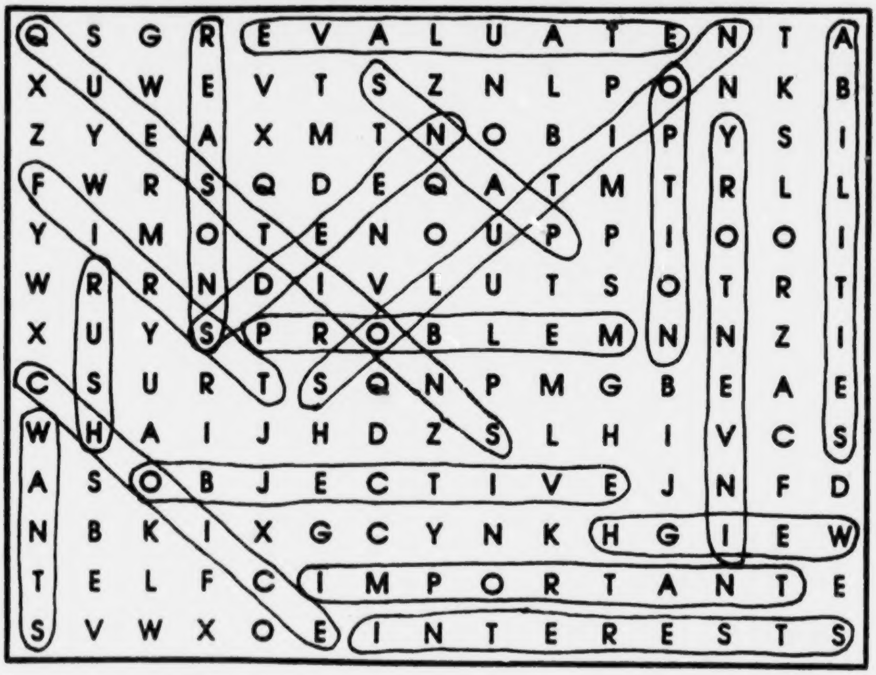
10. Another way to discover your goals is to consider your ______ and ______.

11. Another important factor in determining your goals is to consider your ______.

12. Still another area to consider are your ______, or primary concerns.

13. Big decisions should not be ______ decisions. Don't ______ the process!

DECISIONS, DECISIONS!



Q	S	G	R	E	V	A	L	U	A	T	E	N	T	A
X	U	W	E	V	T	S	Z	N	L	P	O	N	K	B
Z	Y	E	A	X	M	T	N	O	B	I	P	Y	S	I
F	W	R	S	Q	D	E	Q	A	T	M	T	R	L	L
Y	I	M	O	T	E	N	O	U	P	P	I	O	O	I
W	R	R	N	D	I	V	L	U	T	S	O	T	R	T
X	U	Y	S	P	R	O	B	L	E	M	N	N	Z	I
C	S	U	R	T	S	Q	N	P	M	G	B	E	A	E
W	H	A	I	J	H	D	Z	S	L	H	I	V	C	S
A	S	O	B	J	E	C	T	I	V	E	J	N	F	D
N	B	K	I	X	G	C	Y	N	K	H	G	I	E	W
T	E	L	F	C	I	M	P	O	R	T	A	N	T	E
S	V	W	X	O	E	I	N	T	E	R	E	S	T	S

1. Problem, First
2. Reasons
3. Questions, Evaluate
4. Solution
5. Choice, Option
6. Weigh
7. Objective
8. Inventory
9. Important
10. Interests, Abilities
11. Needs
12. Wants
13. Snap, Rush

MARY, JAN AND HAROLD

IDENTIFYING INFLUENCES ON 3 CAREER CHOICES

Biography of Mary Naples

Mary is single, thirty two years old and teaches in a high school in Florida. She has worked for the school for 6 years, developing a program for the mentally retarded students. She feels very good about her work.

Mary was born in Italy but she and her crippled sister came to America 7 years ago. Mary takes care of her sister but still has sufficient time to be the sportswoman she is. She enjoys sailing, archery, hiking and other outdoor sports.

Biography of Jan Potter

Jan is twenty-five years old. She was divorced last year and seems to be adjusting to the situation fairly well. Because of the divorce, Jan, originally a native of the United States, moved to London, England to start a new life.

Jan works as a secretary and is often praised by her boss for her good work. Her responsibilities include typing, filing, answering the phone, and preparing monthly reports.

Jan is the mother of two girls, ages three and five. She has enjoyed taking care of children since her babysitting days in junior high; she gets a great amount of pleasure from them. She believes deeply that children need lots of parent attention. She spends her time working to support herself and the girls.

Biography of Harold Landry

Harold is in his fifties, married, and has no children. Because they have no children, Harold and his wife have a very close relationship and have spent much time decorating their home and yard to be an example of beautiful modern living.

Ten years ago Harold began his own electrical business. His success is shown by several expansions of his business and hiring of more and more workers over the years.

When Harold was young, he learned the skill of carpentry. He loves to make things with his hands. In his spare time he builds houses and is now on his second one in eight years. He has designed each house, buys the materials and does most of the work himself.

Harold serves on the City Planning Commission. He is an active member of the Presbyterian Church. To keep in shape, Harold jogs during his noon hour and when he wakes each morning. Each year he takes part in a local walk-a-thon for Cancer, jogging 25 miles to earn money for a cause he supports.

IDENTIFYING INFLUENCES ON THREE CAREER CHOICES

	Interests	Values	Abilities	Aptitudes	Influences of Family and/or Friends	Experiences	Financial Situation
Mary Naples							
Jan Potter							
Harold Landry							
60-B							

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION:

1. Making choice on popular appeal or glamour.
2. Making choices on salary paid or social prestige.
3. Making choice on incomplete information.
4. Trying to please or satisfy parent or close family friend.
5. Inability to choose between two unrelated occupations.
6. Failing to consider opportunities for employment.
7. Failing to consider previous work experience.
8. Failing to recognize own abilities, interests, or health.
9. Failing to consider cost of training or education.
10. Failing to examine a wide variety of occupations.

WORK RATING SCALE

	TOPNOTCH	A FACE IN THE CROWD	BETTER WORK ON THAT
Initiative			
Self Control			
Awareness of proper dress and job behavior			
Desire to learn			
Willingness to accept supervision			
Ability to work without supervision			
Ability to accept criticism			
Stick-to-itiveness			
Promptness			
Dependability			
Ambition and drive			
Curiosity			
Ability to make decisions			
Leadership			
Ability to subordinate immediate goals for more important future goals			
Cheerfulness			

FOUR YEAR PLAN

SUBJECT		9th	10th	11th	12th		Current Total	Credits to Graduate	Credits to 4-Year	TOTAL	Comment
English	1								4.0		
	1										
	2										
	2										
Math	1								3.0		Alg./Trig for 4-yr
	1										
	2										
	2										
Science	1								2.0		
	1										
	2										
	2										
Social Studies	1			U.S. History	Contemp. Issues				3.0		
	1										
	2			U.S. History	Contemp. Issues						
	2										
Physical Ed.	1										
	1										
	2										
	2										
Foreign Language	1								2.0		
	2										
Fine & Performing Arts	1								.5		
	1										
	2										
	2										
Vocational	1										
	1										
	2										
	2										
Electives	1								.5*		
	1										
	2										
	2										
TOTAL											

*English, Math, Science, Social Studies, Foreign Lang., Art, Music, Drama

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OCCUPATIONAL TRAINING

THE RETURN ON YOUR INVESTMENT

1. What are the things people most often invest their money in? List as many as you can think of:

   ______________________________ ______________________________

   ______________________________ ______________________________

   ______________________________ ______________________________

   ______________________________ ______________________________

2. A good return on an investment is 10% a year after taxes. At this rate, your money doubles about six times in fifty years. If you invested $2,000 in one of the things listed above, and made 10%, how much would it be worth in fifty years?

   ____

3. Without any training beyond a high school diploma, most people can expect to make about $5.00 an hour. If you made $5.00 an hour working fulltime for fifty years what would be your lifetime earnings? (Hint -- multiply $5.00 an hour times forty hours per week times fifty weeks per year times fifty years).

   ____

4. If you invested that same $2,000 in skill training that then lets you earn $10.00 an hour, what would be your lifetime earnings? ($10.00 per hour times forty hours per week times fifty weeks per year times fifty years).

   ____

5. How much more would your lifetime earnings be at $10.00 per hour than at $5.00 per hour? (Subtract #3 from #4).

   ____

6. The answer to question #5 is the return on your $2,000 invested in skill training. How does it compare with the answer to #2, which is the return you would get on most other kinds of investments?

The Bumble Bee

The bumble bee, according to aeronautical science, can't fly. The ratio of his wingspan to the size of his body makes flying totally impossible. The bumble bee, who is ignorant of such technical matters, goes on flying anyway. The fool didn't know it couldn't be done, so he went ahead and did it.

THEN AND NOW

Draw a line from the ways people used to do things to the technological developments in use today.

Washed clothes in stream	Teachers, televisions, computers
Cooked over fire	Missiles, planes, bombs
Walked or rode horses	Man-made fabrics
Lived in caves	Washing Machine
Communicated by smoke signal	Manufactured toys
Wrote with charred sticks	Stove/microwave
Fought with rocks, sticks	Automobile/aircraft
Wore animal skins	Pens, pencils, crayons
Learned from relatives	Satellites/telephones
Played with rocks, sticks	Wooden/brick/cement homes

TECHNOLOGICAL DEVELOPMENT

____

5 WAYS IT HAS AFFECTED US

____

____

____

____

____

10 CAREERS IT HAS CHANGED OR COULD CHANGE

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

FEELING LOSS

THE OBVIOUS LOSSES

Death

Divorce

Moving

THE NOT-SO-OBVIOUS LOSSES

Alcoholism
Drugs
Rape
Abortion
Family Economic Change
Marital Stress
Adolescence
Loss of Youth
Loss of Beauty
Illness (lost health
Leaving School (graduate, drop-out)
Loss due to Natural Elements (tornado, fire)
"Killer Statements" (loss of self-esteem)
Anticipatory grief

Changing Teachers
Changing Schools
Loss of Opportunity
Loss of Friendship
Loss of the Future
Robbery
Lost Job
Lost Organs (eyes, hysterectomy, diabetes)
Lost Limbs
Loss of Goal
Loss of Success
Loss of Status
Death of a Pet
Lost communication

MINI LOSSES

(Cummulative Everyday Losses)

Cancelled Baseball Game
Speeding Ticket
Lost Homework
Lower Grade than anticipated
Conference Cancellation
Loss of Recess
Loss of Clothing
Pimples
Menstruation
Broken Promises

Lost Pencil
Lost Lunch Money
Dent in the Car
Flat Tire
No Parking Space
Classroom Disruption
Unexpected interruption in Daily Planning
Missed bus

Me An An Individual

Name ______________________________

Things I Like To Do	Things I Don't Like To Do	Things I Am Really Good At Doing

Me As A Family Member

Name ______________________________

My Needs	What I Would Like To Have

Me As A Learner

Name ______________________________

Things I Like To Learn	The Way I Learn Best Is

Me As a Consumer

Name ______________________________

Goods I buy	Services I buy	Transportation I buy	Recreation I buy

67-D

Me As A Producer

Name ______________________________

Occupation ____
(Job Title)

Duties: ____

____

____

____

Name of the place I work ____

Me As A Citizen

Name ______________________________

Duties I do as a Citizen:

1.

3.

4.

5.

FEMALE/MALE JOB CHECKLIST

JOB	F	M
construction worker		
flight attendant		
social worker		
secretary		
elementary teacher		
hair stylist		
model		
elderly person's companion		
store clerk		
veterinarian		
physical ed. teacher		
short order cook		
photographer		
nurse		
dental assistant		
artist		
news reporter		
telephone operator		
physical therapist		
scientist		
babysitter		
newspaper editor		
hotel/motel housekeeper		
cashier		
auto mechanic		
home ec. teacher		
factory worker		
gas station attendant		
pilot		
professional athlete		
meat/grain inspector		
computer programmer		
plumber		
librarian		
recreation director		
bank teller		
dietician		
nurse aide		
security guard		
cab driver		
day care center worker		
police officer		
bookkeeper		
custodian		
cocktail server		
lawyer		
gardener		
radio announcer		
forest ranger		
homemaker		
postal worker		
accountant		
musician		
English teacher		
occupational therapist		
farmer		
truck driver		
landscaper		
bartender		
tailor		
carpenter		
dairy producer		
medical doctor		
architect		

SELF-KNOWLEDGE WORKSHEET

Name: ______________________ Date: ____________

HOBBIES AND INTERESTS:

One of my hobbies or interests: ______________________

____

What kind of actual duties do you do in this interest? ____________

____

What career might this interest develop into? ______________

____

ABILITIES:

Something that I can do really well is: ________________

____

I learned this ability by: ______________________

____

Three careers that make use of this ability are: ____________

____

FAMILY OR FRIENDS:

A person who has a great influence on me is: ______________

____

The kind of individual this person wants me to be is: __________

____

The kind of individual I want to be is: ________________

____

A career that would allow me to be the individual I want to be is:

____

____

BELIEFS:

One of the beliefs that I value is: ________________

____

Because of this belief I would never choose the career of:

____

The career of ________________ would not interfere with this belief.

APTITUDE:

A school subject that I am good at is: ________________

69-A

Three careers that need this background are:

____

____

____

PERSONAL EXPERIENCES:

An experience that I have had that has influenced me positively is:

____

An experience that I have had that has influenced me negatively is:

____

Because of these experiences I know I would not want a career as:

____

Because of these experiences I might consider a career as:

____

FINANCIAL SITUATION:

Check one:

_____ I will need to support myself immediately after high school.

_____ I will have sufficient money to further my education.

_____ I want to go immediately to work after high school.

Considering my financial situation, two careers of interest to me are:

____

____

69-B

A RELAXATION TRAINING SCRIPT

Introduction

Today we're going to do some special kinds of exercises called "relaxation exercises." These exercises help you learn how to relax when you're feeling uptight and help you get rid of those "butterflies in your stomach" kinds of feelings. They're also kind of neat because you can do some of them in the classroom without anybody noticing.

In order for you to get the best feelings from these exercises, there are some rules you must follow. First, you must do exactly what I say, even if it seems kind of silly. Second, you must try hard to do what I say. Third, you must pay attention to your body. Throughout these exercises, pay attention to how your muscles feel when they are tight and when they are loose and relaxed. And, fourth, you must practice. The more you practice, the more relaxed you can get. Does anyone have any questions?

Are you ready to begin? Okay. First, get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let your arms hang loose. That's fine. Now close your eyes and don't open them until I say to. Remember to follow my instructions very carefully, try hard, and pay attention to your body. Here we go.

Hands and Arms

Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze it. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop your lemon and relax. See how much better your left hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat the process for the right hand and arm.)

Arms and Shoulders

Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kittens, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

Shoulder and Neck

Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine, and, once again, you can relax and feel the warm sunshine. Watch out now! More danger. Hurry, pull your head back into your house and hold it tight. You have to be closed in tight to protect yourself. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. Once more time, now Danger! Pull your head in. Push your shoulders way up to your ears and hold tight. Don't let even a tiny piece of your head show outside your shell. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can come out now. It's safe again. Relax and feel comfortable in your safety. There's no more danger. Nothing to worry about. Nothing to be afraid of. You feel good.

Jaw

You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels so good just to let go and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you're really working hard. Good. Now relax. Try to relax your whole body. You've beaten the bubble gum. Let yourself go as loose as you can.

70-A

Face and Nose

Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes back again. Right back in the middle of your nose again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose that your cheeks and your mouth and your forehead and your eyes all help you, and they get tight, too. So when you relax your nose, your whole face relaxes too, and that feels good. Oh-oh. This time that old fly has come back, but this time he's on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight, now. Okay, you can let go. He's gone for good. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

Stomach

Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying there in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want it to feel--nice and loose and relaxed. You won't believe this, but this time he's really coming your way and not turning around. He's stepped over you. Now he's gone for good. You can relax completely. You're safe. Everything is okay, and you can feel nice and relaxed.

This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be as skinny as you can. You've got to get through. Now relax. You don't have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get as skinny as you can. Hold tight, now. You've got to squeeze through. You got through that skinny little fence and no splinters. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.

Legs and Feet

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that mud puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

Conclusion

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relax. In a few minutes I will ask you to open your eyes, and that will be the end of this session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises.

Practice these exercises every day to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are a really good relaxer, you can help yourself relax here at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do our exercises and nobody will know. Today is a good day, and you are ready to go back to class feeling very relaxed. You've worked hard in here, and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good. You've done a good job. You're going to be a super relaxer.

TIME PRIORITIES

	1. THINGS I MUST DO:	2. THINGS I WANT TO DO:
As a Family Member		
As a Student		
As a Worker		
As a Friend		
As a Member of an Organization		
For Myself		

DO WITHOUT LIST

If you were to go to a rural community which is isolated, including no roads, which of the following things would you be most able to do without? List the things in rank-order of your ability to do without.

______ Automobile
______ Your own home furnishings and home
______ Telephone
______ Television
______ Shopping Center
______ Recreational Facilities
______ Beauty/Barber Shop
______ Concerts/Plays
______ Churches/Clubs
______ Hospitals/Doctors/Dentist
______ Visits With Relatives
______ Liquor Stores/Bars
______ Library/Book Shops
______ Social relationships with special friends

Now rank the following items which you would find most frustrating.

______ Not getting mail every day
______ Doing without fresh produce, eggs, bakery products
______ Living next door to the boss
______ Having the water freeze/or contaminated
______ Getting the newspapers several days late
______ Waiting and waiting and waiting for meetings to start which are scheduled on relaxed country time
______ Doing without electricity for several days
______ Not being able to spend much time outdoors for a week or more because of extreme weather
______ Being sick and receiving attention from a medical aide instead of a physician
______ Not understanding people who are speaking another language around you
______ Having to use a bucket when the plumbing doesn't work/or no plumbing
______ Having to feed and house strangers who arrive unexpectedly
______ Not being able to escape from the people you work with at the end of the day or week

ME IN SCHOOL

SCHOOL SUBJECT	MOST RECENT GRADE	GRADE I COULD ACHIEVE	REASONS FOR NOT REACHING MY POTENTIAL

PLAN OF ACTION

WHAT I COULD DO TO INCREASE MY EDUCATIONAL SKILLS:

WHO COULD HELP ME:

WHERE I COULD GET HELP:

WHEN I CAN START THIS PROCESS:

THINGS I LIKE TO DO

List activities you enjoy. Then put a checkmark in the columns to show if it is a leisure, family or career growth activities.

ACTIVITY	**LEISURE**	**FAMILY**	**CAREER GROWTH**

BLIND, SPEECHLESS AND PARALYZED

To all No. 1's:

Your goal is to find your speechless 2. You may ask your paralyzed 3 to help you find your 2. There may be other 3's or 2's willing to guide you as well.

When you bump into someone, ask, "Are you my 2?" They will say no if they are a 1 or a 3. To get an answer from a 2, put your hands on either side of their face. Ask again, "Are you my 2?" If they nod side to side, the answer is no. If they nod up and down, you have found your 2! Announce to the group leader (teacher), "I have reached my goal!" Do not remove the blindfold until the game is over.

Keep all these instructions secret!

To all No. 2's

Your goal is to have all blind 1's but yours shake hands with your paralyzed 3. You may not speak, of course, but you may communicate in other ways. You may lead 1's to your 3, and take their hands and join them, but you may not force anyone to go anywhere or do anything. If you get all 1's but yours to shake hands with your 3, announce to the group leader (teacher), "I have reached my goal!"

If a 1 asks, "Are you my 2?", you must shake your head side to side for no or up and down for yes. You must allow the 1 to place hands on your face in order to feel your answer.

Keep all these instructions secret!

To all No. 3's

Your goal is to keep your blind 1 and speechless 2 apart. You may say anything to either one that will keep them apart.

You may not use your arms or legs in any way. If anyone picks up your arm or hand, you must allow them to do so.

You may talk to anyone in the room and use any verbal strategy you want to in order to accomplish your goal.

Keep all these instructions secret!

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MY SKILL RECORD

SKILL	LEVEL OF MASTERY		
	OBSERVED *(saw it)*	**PRACTICED** *(tried it)*	**ACQUIRED** *(know it!)*

REASONS WHY PEOPLE WORK

Livelihood

People work to provide themselves and their families with the basic essentials of life--food, clothing and shelter. Once these basic essentials are met, other needs and wants become important.

Human Relationships

People basically like companionship. People seek companionship with persons who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with other persons.

Personal Development

A person's work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Job Satisfaction

Since most of your adult waking life will be spent working, it is important to choose an occupation that will bring job satisfaction. You, as well as your family, will be happier if the occupation you choose is satisfying.

Service

Service may be defined as the things which a person does which are beneficial or useful to others. People like to make quality products, provide useful services and, in general, make a contribution to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Security

People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money may be earned. People want stability in their lives in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success

All ambitious young people are interested in securing a beginning job that offers an opportunity for advancement. Employers are interested in employing persons who like a challenge and who want to be successful in life. Your work can give you success.

Happiness

Last, but not least, is happiness with one's work. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He responded by stating that he "couldn't think of anything he would rather do than work in his laboratory." Most people who choose their occupations wisely, thoroughly enjoy their work. This contributes to their overall happiness.

ATTITUDES TOWARD SEX ROLES

Directions: Listed below are 15 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Key:
1 = VSA = Very Strongly Agree
2 = SA = Strongly Agree
3 = A = Agree
4 = SD = Strongly Disagree
5 = VSD = Very Strongly Disagree

VSA 1	SA 2	A 3	D 4	SD 5	VSD 6	
						1. Men and women should share the responsibilities and privileges of life equally.
						2. Women should express their opinions honestly, even if this is in disagreement with a man.
						3. Men and women should be paid equal wages if they are doing the same work.
						4. Women can think as logically as men.
						5. In a business setting, the woman who acts seductively is not behaving appropriately.
						6. It is possible for women to combine home and career and to do both successfully.
						7. Women who work outside the home tend to be more interesting people than those who do not.
						8. Women should follow any vocation they wish, even if this violates tradition.
						9. Women can work in any vocation without appearing masculine.
						10. Men are willing to work for women as long as they are competent.
						11. There is no genetic difference between the sexes in intellectual ability.
						12. Married women should be able to have both male and female friends.
						13. A college education is equally important for males and females.
						14. It is just as important for women to be intellectually capable as it is for men.
						15. It would be appropriate for a woman to be president of the United States is she were qualified.
						TOTAL

FINDING EMPLOYMENT

I. What kind of job are you looking for?

A. One that will maximize earnings.
- If earnings are your priority, work involving heavy physical labor or difficult work conditions usually pay best: construction companies, automotive plants, other large plants or mills (Ex. bakeries), state highway department, etc.

B. One that will combine earnings with relevant experience.

C. One in which earnings are not very important but which will provide the most relevant experience in the field you want to explore.

- Consider volunteer occupations instead of paid employment or in addition to it. Volunteering will often allow you to work at a level of responsibility for which you would not be hired.

- Consider also courses in business skills, computer skills, or in a specific field related to your interests. One summer of special training can open many doors for future part-time or summer employment.

II. How can you find or create possible openings?

A. Yellow Pages:
It is very useful for finding out whether certain types of services or occupations exist in your community, the approximate size of the company, the address and telephone number, and sometimes the name of the person to contact. Yellow Pages groups together all related businesses, therefore simplifying looking for a specific field or type of work.

B. Everyone You Know:
Include friends, relatives, neighbors, etc. It pays to be bold. However, be as businesslike with them as with personnel people. They are, after all, prospective employers.

C. Newspapers, directories, local employment agencies:
These sources list job openings but most jobs open to teenagers often are not listed.

D. Large hospitals, colleges, and universities, etc.:
These institutions have special bulletin boards for openings. Find out where they are and check them regularly.

E. Shopping centers and shopping malls:
Spend a day making inquiries at each place of business.

F. Large professional buildings:
Check the bulletin boards for the types of business availabilities.

G. Classified Ads:
Place ads in local newspapers about services you can provide or the type of work you desire.

H. Design and organize a service:
Advertise informally in your neighborhood. Use church or supermarket bulletin boards.

III. Whom should you approach?

A. Identify the manager, director, or person in charge.

B. Ask for a specific job or position or inquire about a specific area or office ("I am interested in a position in your business office?").

C. Send letter of application and resume.

D. Try to speak to the person in charge. Remember, the secretary cannot hire you!

IV. How do you follow up?

A. Contact the same person whom you dealt with initially.

B. Keep calling. Show interest and persistence. Calling once a week is not to often unless told otherwise.

C. Be prepared to go back when asked. It is important to be readily available for follow-up interviews.

V. What about your appearance and behavior?

A. Dress appropriately for the interview. Even if the job itself requires jeans, wait until you've been hired.

B. Be prompt. Demonstrate by your behavior that you will be a responsible worker.

C. Treat the interviewer with thoughtfulness and respect even if it is a friend or relative you have known a long time.

VI. What are some sources of jobs?

A. Parks
B. Amusement parks
C. Camps
D. Recreation centers
E. Fast food operations
F. Sales
G. Hospitals
H. Friends and Relatives
I. Shopping malls
J. Country clubs
K. Political organizations
L. State and local govt. institutions
M. Lawn Mowing Service
N. Day Care Centers
O. Construction

VII. What are some services you can provide?

A. Babysitting
B. House, pet or plantsitting
C. Lawn and garden care
D. Window washing
E. Housecleaning

QUESTIONS

1. How many hours are you willing to work?

2. What hours are you willing to work?

3. What days are you willing to work?

4. Are there any medical restrictions on your work such as allergies, lifting weight, etc.?

5. Do you have transportation to and from the job?

6. Are there any family vacations or special camps that you need to be free for?

7. What experience do you have in work or activities similar to this job?

8. Do you know anyone who has worked in a job like this?

9. Do you have any special skills?
   - a keyboard class, experiences with a computer

10. Do you have a drivers license?

11. Do you have a car that you are willing to use in your work?

12. Do you have a Social Security number? Do you have it with you?

13. How much money do you want to earn?

14. What do you plan to do with the money?

15. If your plans include saving money for a special purchase, what is your savings plan?

16. Are there special family concerns about money you earn and its effect on family income?

17. What effects will your work have on grades and extra- curricular activities?

18. Does the work require any special clothing?
    If it does, who supplies these clothes?

19. Do you want summer employment that leads to a part-time or full-time job?

20. When thinking about special purchases, what are the hidden costs?
    -Cars require - license, insurance, gas, maintenance, such as new tires, tune-ups.
    -Tape players require tapes to play.
    -Etc.

HOW TO CRITICIZE

1. IT'S THE ACTION, NOT THE ACTOR

   This is a basic rule of parenting.

   "You're a bad boy."
   "Hitting your sister is not allowed."

   Criticizing the individual can damage self-esteem and cause resentment. Criticizing the action allows the person to think, "I may have done something bad, but I'm still a good person."

2. USE "I STATEMENTS."

   Start with the word "I" instead of the word "you":

   "You shouldn't have told Jamie that secret I told you."
   "I'm upset that you told Jamie the secret I told you."

   "You statements" sound like accusations, like you think you're better than the other person. "I statements" are expressions of opinions and feelings.

3. BE SPECIFIC

   Use examples full of facts.

   "You're a poor sport."
   "I don't agree with the way you went in the corner and refused to talk to anyone after we lost last night's game."

   Generalizations leave the person with lots of room to respond: "I am not a bad sport!" But the second statement above is really just facts: "You went in the corner", "you refused to talk to anyone." It's hard to refute!

4. PICK YOUR TIME AND PLACE

   "Compliment in public, criticize in private."
   "Only calm people can listen."

   Being criticized can be embarassing -- the person probably is more concerned with who's listening than with what's being said. And pick your time, too. Not when the person is busy or angry or tired or hungry.

5. BE IN A POSITION TO CRITICIZE

   Have a relationship with the person you are criticizing. Criticizing strangers seldom works because we seldom listen to people we don't already respect. And make sure you are not doing the same activity yourself. It's hard to say, "I think you're drinking too much," if you're drinking, too!

6. HAVE A GOAL IN MIND

   Criticism should be a call to action, to do something.

   "You smoke too much."
   "I'd like to help you find out how to quit smoking."

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10 STEPS TO HANDLING CRITICISM

1. REMAIN CALM!
   The easiest thing to do is get upset. Instead, have an open mind. This person might have something to say!

2. DON'T TAKE IT PERSONALLY
   Keep your self-confidence. It's something you did that's being criticized, not something you are.

3. LISTEN!
   Often we use the time someone else is talking to figure out what our response is going to be! Instead, give your full attention to what is being said.

4. MAKE SURE YOU UNDERSTAND
   In your own words, repeat back what the person has said to you. Ask questions. Make sure you've got it right.

5. ASK FOR TIME TO THINK ABOUT IT
   Don't respond right away unless you're forced to. Tell the person you need time to take this all in.

6. COMPARE WHAT'S BEING SAID WITH WHAT YOU KNOW ABOUT YOURSELF
   Sit down in a quiet place and think about what the person said. Is it factually correct? Could it be true? Why am I feeling so upset about this? Sometimes the truth hurts!

7. SHARE THE CRITICISM WITH SOMEONE WHO KNOWS YOU WELL, AND ASK WHAT THEY THINK.
   That's what friends are for. Go to someone you really trust and share the criticism with them. (But you don't have to say who the criticizer was.) Ask for your friend's honest opinion.

8. DECIDE WHETHER YOU AGREE WITH THE CRITICISM.
   This is up to you and nobody else. All of us can improve; maybe the person has a point! But don't beat yourself up, either. Maybe they don't have a point!

9. DECIDE WHAT ACTION YOU'RE GOING TO TAKE IN REGARD TO YOURSELF.
   If you agree with the criticism, what should you do? What might you change? Think in terms of action.

10. RESPOND TO THE CRITICIZER.
    This is sometimes the hardest of all. Figure out what you're going to say, then say it. Tell the criticizer what steps you've gone through, what you decided, and what you're going to do now. And make sure you use step 1 -- Stay calm!

JOB TRAINING AFTER HIGH SCHOOL

ON-THE-JOB	Go to work for a company or business which will train you as you work on the job.
APPRENTICESHIP	3 - 4 year training program where you earn money while you learn, working on the job. Receive a license at end of training. Learn a life-long trade...electricians, bricklayers, jewelers, etc.
MILITARY	Training is available for many jobs. Receive pay, room & board, and benefits. High school graduation required.
PRIVATE TRADE SCHOOL	Short-term training (1 month - 1 year) but usually cost a lot. They include modeling, business, flight, mechanic school, etc. Usually no special entrance requirements.
VOC-TECH SCHOOL	1 - 2 year skill training for specific jobs. Low cost. Usually no entrance requirements.
COMMUNITY COLLEGE	Two year college. Offer a 2 year "degree", vocational training or transfer to a 4 year college. No special requirements except be a high school grad or 18 years old.
4 YEAR COLLEGE	Required for about 20% of occupations in U.S. Entrance requirements based on high school grades and college test scores.
SPECIAL PROGRAMS	JOB CORPS - 1-2 year job training. Free, room & board, plus monthly salary while receiving training. JTPA - Free job training for low-income students.

WHICH FITS YOU BEST?

POST-HIGH SCHOOL TRAINING COMPARISONS

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School				
Public Vocational				
Private Vocational				
Community College				
Public Colleges				
Private Colleges				
Apprenticeships				
Military				
Job Corps				
Job Training Act Programs				
Special Local Training Programs				

SKILLS CHECKLIST

Ability to Learn			
Analyzing			
Arithmetic			
Art			
Biology			
Building things			
Caring for animals			
Chemistry			
Coaching			
Compromising			
Computers			
Cooking			
Cooperating			
Counseling			
Craftwork			
Creative Thinking			
Dancing			
Debating			
Designing			
Drawing			
Driving			
Editing			
Entertaining			
Evaluating			
Explaining			
Eye-hand coordination			

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Figuring things out ____________ ____________ ____________

Filing ____________ ____________ ____________

Finding mistakes ____________ ____________ ____________

Finger dexterity ____________ ____________ ____________

Fixing things ____________ ____________ ____________

Flexibility ____________ ____________ ____________

Following directions ____________ ____________ ____________

Foreign languages ____________ ____________ ____________

Gardening ____________ ____________ ____________

Getting along ____________ ____________ ____________

Goal-Setting ____________ ____________ ____________

Handling emergencies ____________ ____________ ____________

Handling stress ____________ ____________ ____________

Helping others ____________ ____________ ____________

History ____________ ____________ ____________

Imagining ____________ ____________ ____________

Improvising ____________ ____________ ____________

Installing something ____________ ____________ ____________

Interviewing ____________ ____________ ____________

Inventing ____________ ____________ ____________

Judging ____________ ____________ ____________

Keeping records ____________ ____________ ____________

Leadership ____________ ____________ ____________

Listening ____________ ____________ ____________

Making things ____________ ____________ ____________

Managing people ____________ ____________ ____________

Managing money ____________ ____________ ____________

Manual dexterity			
Math (algebra & up)			
Motivating others			
Music			
Negotiating			
Observing			
Open-minded			
Organizing			
Performing			
Persuading			
Physics			
Planning			
Problem-Solving			
Proofreading			
Putting things together			
Quality work			
Reading			
Reliability			
Remembering			
Researching			
Responding to others			
Risk-taking			
Scheduling			
Self-Esteem			
Selling			
Sewing			
Sharing			

Sorting			
Sports			
Starting tasks alone			
Sticking to a task			
Studying			
Supervising			
Taking charge			
Teaching			
Teamwork			
Thinking			
Tools, machines			
Traveling			
Trouble-shooting			
Typing			
Understanding others			
Working hard			
Writing			

SCHOOL COURSES

Agriculture
___ Agricultural Management
___ Agricultural Mechanics
___ Agricultural Production (Farming)
___ Animal Science or Husbandry
___ Forestry
___ Horticulture
___ Landscaping

Art
___ Commercial Art
___ Drawing
___ Interior Decorating
___ Painting
___ Sculpture

Business Administration and Finance
___ Accounting
___ Business Administration
___ Business Finance
___ Business Law
___ Business Math
___ Economics

Distributive Education
___ Marketing or Merchandising
___ Sales

Driver Education
___ Driver Education

Health
___ First Aid
___ Health Education
___ Medical or Dental Technology
___ Nursing Care

Home Economics
___ Child Care
___ Clothing and Textiles
___ Cosmetology (Beauty Care)
___ Fashion Design
___ Food Management
___ Food Preparation (Cooking, Baking)
___ Food Services
___ Hand Sewing and Tailoring
___ Home or Institutional Management
___ Machine Sewing

Language Arts
___ Communications
___ English Language Skills
___ Foreign Languages
___ Journalism
___ Literature
___ Speech

Mathematics
___ Advanced Math or Calculus
___ Algebra
___ Arithmetic or Basic Math
___ Computer Programming
___ Geometry
___ Statistics
___ Trigonometry

Music
___ Instrumental Music
___ Vocal Music

Office Procedures
___ Bookkeeping
___ Data Processing
___ General Clerical Training
___ Office Machines
___ Office Practices
___ Stenography
___ Typing

Physical Education
___ Physical Education

Science
___ Biology
___ Chemistry
___ Earth or Space Science
___ General Science
___ Physics
___ Physiology
___ Zoology

Shop and Crafts
___ Auto Body Repair
___ Auto Mechanics
___ Blueprint Reading
___ Carpentry or Woodworking
___ Electricity
___ Graphic Arts
___ Heating, Air Conditioning, and Refrigeration
___ Machine Shop
___ Metalworking
___ Photography
___ Plumbing
___ Print Shop
___ Radio and TV Repair
___ Shop Math
___ Small Appliance Repair
___ Small Engine Repair
___ Upholstering
___ Welding

Social Studies
___ Geography
___ Government or Political Science
___ History
___ Psychology
___ Sociology

Technical Studies
___ Drafting
___ Electronics
___ Mechanical Drawing
___ Surveying

Theatre Arts
___ Dance
___ Drama
___ Stage Craft

WORKPLACE BASICS: A CHECKLIST

☐ Learning to Learn

☐ 3 R's (Reading, Writing, Computation)

☐ Communication: Listening & Oral Communication

☐ Creative Thinking/Problem Solving

☐ Self-Esteem/Goal Setting-Motivation/ Personal & Career Development

☐ Interpersonal/Negotiation/Teamwork

☐ Organizational Effectiveness/Leadership

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME

LAST FIRST MIDDLE

PRESENT ADDRESS

STREET CITY STATE ZIP CODE

PERMANENT ADDRESS

STREET CITY STATE ZIP CODE

PHONE NO.

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT (OMIT NAME OF SPOUSE)

REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW?

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE?

WHERE

WHEN

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are 40 years of age or older.

EDUCATION	NAME AND LOCATION OF SCHOOL		DID YOU GRADUATE? *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?

READ

WRITE

ACTIVITIES: CIVIC, ATHLETIC, ETC.

(EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

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(CONTINUED ON OTHER SIDE)

APPLICATION FOR EMPLOYMENT

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FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

IN CASE OF EMERGENCY NOTIFY

NAME

ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS	
ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2 3

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

451

85-B

CAREER INTEREST AREAS WHAT'S YOUR CIA CODE?

You can find your favorite Career Interest Area (CIA Code) by doing this exercise. For each of the 66 items, choose which activity you would rather do. It doesn't matter if you love them both or hate them both -- you still have to pick the one you would rather do, and circle it. Good hunting!

WOULD YOU RATHER:

1. A. Write a book.
   B. Study the weather.

2. C. Work on a farm.
   D. Fight fires.

3. E. Measure and grade logs.
   F. Teach someone to run a machine.

4. G. Use computer programs in an office.
   H. Help people figure out where to go on vacation.

5. I. Cut and style hair.
   J. Help someone just out of prison find a job.

6. K. Write a computer program.
   L. Teach sports at a "Y" or fitness center.

7. C. Be in charge of replanting forests.
   A. Teach drama.

8. B. Solve pollution problems.
   D. Solve a burglary.

9. E. Design an airport.
   G. Keep business records for a company.

10. F. Put a special tool together.
    H. Sell time on the radio to advertisers.

11. I. Greet and help hotel guests.
    K. Teach in a public school.

12. A. Teach art.
    D. Supervise police officers.

13. C. Work on a ranch.
    B. Do surgery to cure a sick animal.

14. H. Sell clothes.
    E. Fix a car.

15. F. Check products in a factory to make sure they were made right.
    G. Be in charge of clerks in an office.

16. I. Be the host or hostess in a restaurant.
    L. Coach basketball.

17. J. Teach the blind or deaf.
    K. Argue cases in front of a judge.

86-A 452

18. E. Drive a truck.
    A. Design a poster on a computer.

19. B. Test guns used in crimes.
    F. Help assemble an airplane.

20. G. Use a calculator to add up how much a company makes each day.
    C. Train animals.

21. D. Be in charge of security for a company.
    H. Run a department in a big store.

22. J. Help people at a mental health clinic.
    L. Scout baseball players for a college or minor league team.

23. A. Take pictures for a newspaper or magazine.
    F. Be in charge of factory workers.

24. B. Figure out why someone is sick and take care of them.
    E. Fly an airplane.

25. C. Manage a farm.
    H. Sell cars.

26. I. Work as a flight attendant for an airline.
    D. Guard prisoners.

27. G. Type, file and greet people for a lawyer.
    J. Help take care of elderly people.

28. G. Help customers in a bank.
    A. Draw and paint signs and billboards.

29. B. Help do medical tests in a laboratory.
    H. Convince someone to buy something.

30. C. Take care of animals.
    I. Serve meals to customers.

31. D. Give traffic tickets.
    J. Help patients make injured arms and legs stronger.

32. E. Bulldoze land for a new home.
    K. Write for a newspaper.

33. F. Test stereos to make sure they were made right.
    L. Perform in a circus.

34. H. Sell musical instruments.
    A. Play a musical instrument.

35. G. Run a cash register.
    B. Fill prescriptions in a pharmacy.

36. E. Operate heavy equipment on a road crew.
    C. Manage a fish hatchery.

37. L. Coach a high school team.
    A. Model for an artist or photographer.

38. I. Drive a limousine.
E. Cook in a fancy restaurant.

39. J. Help the disabled.
H. Help a customer decide what gift to buy.

40. A. Make jewelry.
I. Help people lose weight.

41. B. Do experiments with plants and animals.
I. Caddie on a golf course.

42. C. Plant and trim trees.
J. Take care of children at a day-care center.

43. D. Guard money in an armored car.
K. Study why people do the things they do.

44. E. Fix a TV set.
L. Run a tennis camp.

45. F. Fix controls in an airplane.
J. Help someone with a personal problem.

46. L. Be in charge of the timers at a track meet.
G. Run a telephone switchboard.

47. J. Help feed people in a hospital.
A. Pick and announce the music for a radio show or a dance.

48. K. Work to get someone elected.
B. Take blood for a blood bank.

49. L. Referee a sports event.
C. Boss a logging crew.

50. D. Be in charge of the boats in a harbor.
E. Do drawings for an architect.

51. I. Sell drinks in a bar.
F. Use a machine to make something out of metal.

52. K. Line up concerts for a band.
G. Ask people questions for a survey.

53. B. Install, check and fix medical equipment in a hospital.
L. Keep score for a sports event.

54. A. Design a new product that will be made in a factory.
K. Run a health program.

55. J. Show and sell houses and land.
B. Test people to see if they need glasses.

56. F. Drive a fork-lift truck.
C. Fish.

57. D. Be someone's bodyguard.
G. Deliver mail.

86-C

58. K. Run a store.
    F. Put together toys following written instructions.

59. G. Be in charge of all the mail for an office.
    I. Drive a taxi.

60. H. Sell supplies to dentists.
    L. Judge a dog show.

61. F. Build a bicycle by following drawings.
    D. Enforce fish and game laws.

62. C. Hunt.
    K. Check buildings for fire hazards.

63. H. Sell sporting goods.
    I. Collect tickets at a movie or play.

64. E. Manage a factory.
    J. Work as a nurse.

65. K. Be in charge of a company.
    H. Sell computers.

66. L. Teach people how to ski.
    D. Make an arrest.

CAREER SURVEY EVALUATION SHEET

STEP 1: Go back through your survey, looking at the letters you chose for each answer, and record your choices on the chart below. For question 1, you chose either "A" or "B." Find the "A" or "B" column on the chart, and put an "X" in the bottom block under the letter you chose. Now go to question 2. You chose either "C" or "D." Find the "C" or "D" column on the chart and put an "X" in the bottom block. When you get a second "A" answer, put an "X" in the next block up (even with the number 2). Put an "X" in a block for each answer until you have "towers" built for each Career Interest Area.

Career Interest Area Chart

	A. Artistic	B. Scientific	C. Plants and Animals	D. Protective	E. Mechanical	F. Industrial	G. Business Detail	H. Selling	I. Accommodating	J. Humanitarian	K. Leading—Influencing	L. Physical Performing
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

STEP 2: Look at your towers on the chart. The highest tower is your top Career Interest Area. List your top three Career Interest Areas on the lines below.

STEP 3: Descriptions of the Career Interest Areas are listed after question 66 on the survey. Read about your top three (or more if you have a tie). Which one sounds best for you? Now turn this page over and circle your top three. Read through the lists of specific careers in your three top areas. Circle all the ones that interest you.

STEP 4: Come back to this page and choose ONE of your top three Career Interest Areas, the one which seems best for you. Write it below.

456

THIS IS YOUR CIA CODE!!

86-E

CAREER INTEREST AREAS

The 12 Career Interest Areas below can help you match your interests with possible careers. Each "CIA Code" has many occupations, some of which are listed. Most of you will change careers several times, and many of you will work in jobs which do not even exist today. By selecting the Career Interest Area that suits you best, you can be ready for the changes of the future.

A-ARTISTIC

- Actor
- Animator
- Announcer
- Artist
- Cartoonist
- Clothes Designer
- Comedian
- Commercial Artist
- Critic
- Dance Instructor
- Dancer
- Director (film, radio, TV)
- Disk Jockey
- Drama Teacher
- Film Editor
- Florist
- Fortune Teller
- Furniture Designer
- Graphic Artist
- Handwriting Analyst
- Illustrator
- Interior Designer
- Jeweler
- Magician
- Make-up Artist
- Model
- Modeling Instructor
- Modelmaker
- Music Teacher
- Musician
- Narrator
- Novelist
- Photographer
- Poet
- Screenwriter
- Set Designer
- Singer
- Special Effects Tech.
- TV, Radio Broadcaster
- Writer

B-SCIENTIFIC

- Anesthesiologist
- Animal Scientist
- Astronomer
- Audiologist
- Biologist
- Biomedical Equipment Tech.
- Botanist
- Cardiologist
- Chemical Lab Technician
- Chemist
- Chiropractor
- Coroner
- Dentist
- Dietitian (research)
- Environmental Scientist
- Food Technologist
- Geographer
- Geologist
- Horticulturist
- Mathematician
- Medical Officer
- Medical Lab Technician
- Optometrist
- Pediatrician
- Pharmacist
- Physician (all specialties)
- Physicist
- Polygraph Examiner
- Psychiatrist
- Quality Control Tech.
- Radiologist
- Scientific Photographer
- Soil Conservationist
- Speech Pathologist
- Surgeon
- Toxicologist
- Ultrasound Technologist
- Veterinarian
- Veterinary Assistant
- Weather Observer

C-PLANTS ANIMALS

- Animal Breeder
- Animal Caretaker
- Animal Trainer
- Farm or Ranch Worker
- Farmer
- Fish Hatchery Manager
- Fisher
- Fishing Vessel Mate
- Forester
- Forester Aide
- Gamekeeper
- Groomer
- Groundskeeper
- Horticulture Worker
- Landscape Gardener
- Logger
- Logging Supervisor
- Lumber Worker
- Nursery Manager
- Park Workers Supervisor
- Rancher
- Wildlife Control Agent

D-PROTECTIVE

- Corrections Officer
- Customs Officer
- Deputy Sheriff
- Detective
- Fire Marshall
- Firefighter
- Fish and Game Warden
- Life Guard
- Park Superintendent
- Park Ranger
- Police Chief
- Police Officer
- Police Sergeant
- Security Guard
- Ski Patroller
- Soldier
- Special Agent

E-MECHANICAL

- Aeronautical Engineer
- Air Traffic Controller
- Airplane Pilot
- Airplane Mechanic
- Airplane Inspector
- Airport Worker
- Ambulance Driver
- Appliance Repairer
- Architect
- Audiovisual Technician
- Auto Body Repair
- Auto Mechanic
- Automotive Engineer
- Bicycle Repairer
- Building Custodian
- Building Inspector
- Bulldozer Operator
- Cabinet Maker
- Carpenter
- Chemical Engineer
- Civil Engineer
- Computer Technician
- Construction Supt.
- Construction Inspector
- Cook-Chef
- Deck Hand
- Dental Lab Technician
- Design Engineer
- Diesel Mechanic
- Dietitian
- Drafter
- Dressmaker
- Electronics Engineer
- Electrical Technician
- Electrician
- Electronics Repairer
- Engineer (all specialties)
- Engineering Technician
- Exterminator
- Ferryboat Pilot
- Film Projectionist
- Flagger
- Flight Engineer
- Gemologist
- Heating/Refrig. Repairer
- Heavy Equipment Operator
- Hotel Maid
- Industrial Engineer
- Inspector
- Laser Technician
- Locksmith
- Log Grader
- Logging Superintendent
- Machinist
- Maintenance Supervisor
- Marine Engineer
- Mason
- Meatcutter
- Mechanic (all specialties)
- Miner
- Musical Instrument Maker
- Musical Instrument Repairer
- Nuclear Engineer
- Office Machine Repairer
- Optician
- Painter (house, building)
- Plumber
- Pollution Control Engineer
- Power Plant Operator
- Printer
- Production Supt.
- Railroad Engineer
- Recording Engineer
- Repairer (all specialties)
- Robotics Technician
- Roofer
- Safety Inspector
- Scuba Diver
- Service Station Attendant
- Shipping-Receiving Clerk
- Shoemaker
- Small Engine Repairer
- Stationary Engineer
- Stock Checker
- Surveyor
- Systems Engineer
- Tailor
- Test Driver
- Tire Repairer
- Tool Designer
- Tow Truck Operator
- Truck Driver
- Tugboat Captain
- TV-Radio Technician
- TV-Radio Service Tech.
- Upholsterer
- Video Operator
- Watch Repairer
- Welder

F-INDUSTRIAL

- Aircraft Assembler
- Assembly Supervisor
- Assembly Line Worker
- Book Bindery Worker
- Buzzsaw Operator
- Dry Cleaner Worker
- Electric Motor Assembler
- Electronics Tester
- Electronics Supervisor
- Engine Tester
- Factory Laborer
- Film Supervisor
- Furnace Operator
- Inspection Supervisor
- Inspector (all industries)
- Iron Worker
- Lathe Operator
- Lumber Sorter
- Machine Operator
- Machine Setter
- Machine Mechanic
- Machine Shop Supervisor
- Motorcycle Tester
- New Car Inspector
- Product Tester
- Production Assembler
- Production Supervisor
- Quality Control Tech.
- Supervisor
- Test Driver
- Toy Inspector

G-BUSINESS DETAIL

- Accounting Clerk
- Accounting Supervisor
- Administrative Secretary
- Bank Teller
- Billing Clerk
- Bookkeeper
- Cashier
- Clerk (all specialties)
- Clerk-Typist
- Computer Operator
- Court Clerk
- Court Reporter
- Dispatcher
- Driver's License Tester
- File Clerk
- Hospital Admitting Clerk
- Hotel Clerk
- Insurance Clerk
- Legal Secretary
- Library Page
- Loan Counselor
- Mail Carrier
- Mail Clerk
- Mailroom Supervisor
- Medical Secretary
- Office Manager
- Police Aide
- Police Records Officer
- Postal Clerk
- Probation Officer
- Proofreader
- Receptionist
- Reservations Manager
- Reservations Agent
- School Secretary
- Secretary
- Ship Steward
- Singing Messenger
- Statistical Clerk
- Stenographer
- Tax Preparer
- Telephone Operator
- Ticket Agent
- Title Examiner
- Typist
- Word Processor

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[illegible]

Advertising Worker
Assistant Buyer
Auctioneer
Automobile Sales
Buyer (wholesale)
Clothing Sales
Computer Sales
Demonstrator
Door-to-Door Sales
Insurance Agent
Pawnbroker
Peddler
Real Estate Agent
Retail Sales
Sales Representative
Telephone Salesperson
Travel Agent
Vendor

9. ACCOMMODATING

Automobile Rental Clerk
Baggage Checker
Bagger
Barber-Hairstylist
Bridge Instructor
Bus Driver
Caddie
Cafeteria Attendant
Camp Counselor
Cashier
Chauffeur
Cosmetologist
Driving Instructor
Equipment Rental Clerk
Fast Food Worker
Flight Attendant
Gate Agent
Group Home Worker
Inspector (Disease Control)
Host-Hostess
Hunting & Fishing Guide
Manicurist
Masseur-Masseuse
Recreation Worker
Sales Clerk
Ski-Tow Operator
Taxi Driver
Ticket Taker
Tour Guide
Waiter-Waitress

10. HUMANITARIAN

Ambulance Attendant
Art Therapist
Athletic Trainer
Caseworker
Community Worker
Counselor
Dance Therapist
Daycare Worker
Dental Assistant
Dental Hygienist
Emergency Medical Tech
Foster Parent
Homemaker
Hypnotherapist
Licensed Practical Nurse
Minister
Music Therapist
Nurse's Aide
Nursery School Worker
Nursing Supervisor
Occupational Therapist
Orderly
Paramedic
Parole Officer
Physical Therapist
Psychiatric Technician
Psychologist
Radiologic Technologist
Registered Nurse
Religious Activities Director
School Counselor
Social Services Aide
Social Worker
Surgical Technician
Teacher of Blind/Deaf
Teacher, Pre-school
Teacher, Handicapped
Tutor
X-ray Technician

11. LEADING-INFLUENCING

Accountant
Actuary
Administrator
Adult Education Teacher
Advertising Manager
Airport Manager
Anthropologist
Arbitrator
Archaeologist
Athlete's Agent
Athletic Director
Auditor
Bank Examiner
Bank Officer
Booking Agent
Branch Manager
Budget Analyst
Business Manager
Camp Director
Career Guidance Tech
Chief Executive
Claims Adjuster
College Dean
College Professor
Community Worker
Computer Programmer
Consultant
Contractor
County Extension Agent
Customer Service Manager
Customs Inspector
Department Manager
Economist
Employment Interviewer
Engineering Analyst
Environmental Analyst
Fashion Coordinator
Film Producer
Financial Analyst
Fire Inspector
Foreign Service Officer
Fund-Raiser
Funeral Director
Genealogist
Health Officer
Hearing Officer
Historian
Home Economist
Hospital Administrator
Hotel Manager
Inspector
Institution Director
Investigator
Journalist
Judge
Lawyer
Librarian
Library Assistant
Linguist
Lobbyist
Manager
Museum Director
Newscaster
Newspaper Reporter
Nursing Director
Office Manager
Paralegal
Personnel Director
Physical Instructor
Political Scientist
Pre-school Director
President, Business
Psychologist
Public Health Educator
Public Relations Worker
Purchasing Agent
Researcher
Safety Inspector
Sales Manager
School Principal
Securities Trader
Sign Language Interpreter
Sociologist
Software Technician
Statistician
Stockbroker
Store Manager
Superintendent
Systems Analyst
Teacher
Teacher's Aide
Technical Writer
Translator
Tutor
Urban Planner
Vice President, Business
Wholesaler

12. PHYSICAL PERFORMING

Acrobat
Coach
Equestrian
Juggler
Official (Referee)
Professional Athlete
Rodeo Performer
Scorer
Scout
Sports Instructor
Stunt Performer
Timer

1. **ARTISTIC**
Interest in creative expression of feelings and ideas, in writing, music, art, acting, dance, crafts or modeling.
2. **SCIENTIFIC**
Interest in discovering, collecting and studying information about the world, and using findings to solve problems in medicine and science.
3. **PLANTS AND ANIMALS**
Interest in caring for plants and animals, usually in an outdoor setting.
4. **PROTECTIVE**
Interest in protecting people and property.
5. **MECHANICAL**
Interest in using machines, tools or equipment, including making things and fixing things.
6. **INDUSTRIAL**
Interest in repeated, organized activities in a factory setting.
7. **BUSINESS DETAIL**
Interest in activities requiring accuracy and attention to detail, mostly in an office setting.
8. **SELLING**
Interest in persuading others, using sales and promotion techniques.
9. **ACCOMMODATING**
Interest in providing services to others, usually 1-on-1, including helping others look good, have fun, travel or eat.
10. **HUMANITARIAN**
Interest in helping others with their physical, mental, spiritual or social needs.
11. **LEADING-INFLUENCING**
Interest in leading others, using words or numbers at a high level.
12. **PHYSICAL PERFORMING**
Interest in physical activities performed before an audience.

8456

I AM GOOD AT:

____ 1. Learning new things quickly.

____ 2. Using words in writing and speaking.

____ 3. Using numbers.

____ 4. Understanding science.

____ 5. Getting along with others.

6. Paying attention to details.

7. Making decisions and solving problems.

8. Adjusting to change.

9. Using equipment, machines and tools.

____ 10. Using computers.

I WOULD LIKE A CAREER WHERE I CAN:

____ 11. Write, draw, act, play music or do crafts.

____ 12. Use science such as biology, chemistry or physics.

____ 13. Care for plants or animals.

____ 14. Protect the safety of others, such as law enforcement.

____ 15. Work with tools or equipment.

____ 16. Use tools or machines to make things.

____ 17. Do office work.

____ 18. Sell things to people.

____ 19. Help people look good, have fun, travel or eat.

____ 20. Help people get better physically or mentally.

____ 21. Lead and influence other people.

____ 22. Work outdoors part of the time.

____ 23. Change tasks a lot.

____ 24. Meet many people.

____ 25. Travel.

26. Work hard, including hours for which I may not be paid.

27. Make many decisions.

28. Dress formally or wear a uniform.

AFTER HIGH SCHOOL I PLAN TO:

29. Get vocational or community college training.

30. Go to four years or more of college.

CAREER CHART

	1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
ADMINISTRATIVE OCCUPATIONS																														
/17 Apartment House and Property Managers	●	●	●		●	●	●	●	●					●	●							●	●	●		●	●		●	●
Building Contractors /22	●	●	●	●	●	●	●	●	●		●	●			●	●		●				●	●	●	●	●	●		●	●
Business Executives /17	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●	●		●
Business Managers /17	●	●	●		●	●	●	●		●							●				●		●	●		●	●	●	●	●
Buyers and Purchasing Agents /19	●	●	●		●	●	●	●		●							●	●			●		●	●	●	●	●	●	●	●
Construction Managers /23	●	●	●	●	●	●	●	●	●			●		●	●	●	●				●	●	●	●	●	●	●		●	●
Education Administrators /17	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●	●		●
Expediters /15	●		●		●	●	●	●		●							●				●		●	●		●	●		●	●
Financial Institution Managers /17	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●		●
/19 Government Executives and Legislators	●	●	●		●	●	●	●		●	●						●	●			●		●	●	●	●	●	●		●
Health Service Administrators /20	●	●	●	●	●	●	●	●		●	●	●					●			●	●		●	●		●	●	●		●
Hotel and Motel Managers /19	●	●	●		●	●	●	●	●	●				●	●		●						●	●		●	●	●	●	●
Marketing Managers /17	●	●	●		●	●	●	●		●	●							●			●		●	●		●	●	●		●
Personnel Officers /16	●	●	●		●	●	●	●		●							●				●		●	●		●	●	●		●
Production Superintendents /22	●	●	●	●	●	●	●	●	●	●		●		●	●	●	●				●		●	●		●	●	●		●
Public Administrators /17	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●	●		●
Public Relations Workers /18	●	●	●		●	●	●	●		●	●						●				●		●	●	●	●	●	●		●
Restaurant Managers /21	●	●	●		●	●	●	●	●	●					●		●	●	●		●		●	●		●	●	●	●	●
Sales Managers /18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Small Business Operators /20	●	●	●		●	●	●	●	●	●					●		●	●			●		●	●		●	●	●	●	●
AGRICULTURE AND NATURAL RESOURCE OCCUPATIONS																														
Farm and Ranch Hands /9					●	●			●				●		●	●						●	●			●				
Farmers/Ranchers /17		●	●	●	●	●	●	●	●			●	●		●	●				●		●	●			●	●			
Fish & Wildlife Specialists /22	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●					●	●		●	●	●		●	●
Floral Designers /7	●					●			●		●		●		●														●	
Foresters /21	●	●	●	●	●	●	●	●	●	●		●	●		●						●	●	●		●	●	●	●		●
Forestry Technicians /14	●		●	●		●	●		●			●	●		●							●	●		●			●	●	
Groundskeepers/Gardeners /10			●	●		●	●		●			●	●		●							●					●			
Hatchery Workers /11			●	●		●	●		●			●	●		●							●							●	●
Nursery Workers /5						●			●				●		●							●								
Seasonal Farm Laborers /6						●			●				●		●							●			●					
ART AND ENTERTAINMENT OCCUPATIONS																														
Actors and Actresses /16	●	●			●	●	●	●		●	●							●					●	●	●	●	●	●		●
Artists /14	●		●		●	●	●	●	●	●	●				●								●			●	●			●
Musicians /13	●	●	●		●	●	●	●		●	●														●	●	●			●
Professional Athletes /16	●	●			●	●	●	●	●						●							●	●	●	●	●	●	●		●
Radio & Television Announcers /19	●	●	●		●	●	●	●		●	●						●	●			●		●	●	●	●	●	●		●
Singers and Dancers /15	●	●			●	●	●	●			●										●		●	●	●	●	●	●		●
BOOKKEEPING AND ACCOUNTING OCCUPATIONS																														
Accountants and Auditors /14	●	●	●		●	●	●			●							●				●		●			●	●	●		●

87-B 460

		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
Appraisers	/15	●	●	●		●	●	●	●		●							●						●	●	●		●		●	●
Bank Tellers	/12	●		●		●	●	●		●	●					●		●							●				●	●	
Bookkeepers	/10	●		●		●	●			●	●					●		●										●		●	
Bookkeeping/Accounting Clerks	/8	●		●			●			●	●					●		●												●	
Cashiers	/8	●		●			●			●	●					●		●												●	
Claim Adjusters	/16	●	●	●		●	●	●	●		●							●				●		●	●	●		●		●	●
Collection Workers	/8	●		●			●			●	●					●		●												●	
Cost Estimators	/13	●	●	●		●	●	●	●		●							●						●	●			●			●
Financial Planners	/13	●	●	●		●	●	●	●		●							●						●	●			●			●
Grocery Checkers	/8	●		●			●			●	●					●		●												●	
Income Tax Advisors	/13	●	●	●		●	●	●	●		●							●						●	●			●			●
Loan Officers	/13	●	●	●		●	●	●	●		●							●						●	●			●			●
Meter Readers	/5			●			●			●								●					●								
Railroad Clerks	/5			●			●			●	●							●													
Underwriters	/13	●	●	●		●	●	●	●		●							●						●	●			●			●
BUILDING MAINTENANCE OCCUPATIONS																															
Building Maintenance Workers	/14	●		●	●		●	●	●	●	●		●	●		●							●	●						●	
Domestic Service Workers	/10	●				●	●	●	●	●						●								●				●		●	
Exterminators	/12	●		●	●		●	●		●			●		●	●							●			●		●			
Janitors	/4						●			●						●								●							
Maintenance Repairers, General Utility	/14	●		●	●		●	●	●	●	●		●	●		●							●	●						●	
Room Cleaners	/3						●			●						●															
CLERICAL OCCUPATIONS																															
Clerk Typists	/6						●			●	●					●		●												●	
Court Reporters	/11	●	●	●		●	●			●	●					●		●							●					●	
Data Entry Operators	/7			●			●			●	●					●		●												●	
Employment Interviewers	/9		●			●	●	●			●							●							●			●		●	
General Office Clerks	/8	●				●	●			●	●					●		●												●	
Hotel and Motel Desk Clerks	/11	●				●	●		●	●	●					●		●							●				●	●	
Interviewing Clerks	/10		●			●	●	●	●		●							●							●			●		●	
Legal Secretaries	/13	●	●			●	●	●		●	●					●		●						●				●	●	●	
Library Assistants	/13	●	●			●	●	●		●	●					●		●						●	●			●		●	
Medical Records Technicians	/9	●	●				●	●		●	●							●										●		●	
Medical Secretaries	/15	●	●		●	●	●	●	●	●	●					●		●						●				●	●	●	
Messengers	/15	●				●	●	●	●	●						●		●					●	●	●	●		●	●	●	
Office Machine Operators	/8						●	●		●	●					●		●										●		●	
Office Managers	/18	●	●	●		●	●	●	●	●	●					●		●						●	●		●	●	●	●	●
Real Estate Secretaries	/16	●	●	●		●	●	●	●	●	●					●		●						●	●			●	●	●	
Receptionists	/12	●				●	●	●	●	●	●					●		●							●				●	●	
Secretaries	/14	●	●			●	●	●	●	●	●					●		●						●				●	●	●	
Stenographers	/10	●	●			●	●			●	●					●		●											●	●	
Telephone and Telegraph Operators	/8	●	●			●	●			●	●					●		●													
Ticket Agents	/14	●	●			●	●	●	●		●							●		●				●	●			●	●	●	

87-C.

		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
Travel Agents	/20	●	●	●		●	●	●	●		●							●	●	●		●		●	●	●	●	●	●	●	●
Wood Processing Operators	/8	●	●				●			●	●					●		●												●	
CONSTRUCTION OCCUPATIONS																															
Bricklayers	/8			●			●	●		●						●	●						●							●	
Carpenter/Construction Technicians	/12	●		●			●	●	●	●						●	●						●	●				●		●	
Cement Masons	/9			●			●	●		●						●	●						●							●	●
Construction Laborers	/8			●		●	●		●	●						●							●	●							
Floor & Carpet Layers	/7			●		●	●			●						●	●													●	
Glaziers	/8			●			●	●		●						●	●						●							●	
Highway Maintenance Workers	/6			●			●	●		●						●							●								
Insulation Workers	/7			●			●	●		●						●	●													●	
Irrigation Technicians	/10			●	●		●	●		●				●		●							●			●				●	
Painters	/7			●			●	●		●						●							●							●	
Plaster/Drywall Installers	/6			●			●	●		●						●	●														
Plumbers	/11	●		●			●	●	●	●						●	●							●				●		●	
Railroad Laborers	/5						●			●						●							●			●					
Roofers	/8			●			●	●		●						●	●						●							●	
ELECTRICITY AND ELECTRONICS OCCUPATIONS																															
Broadcast Technicians	/16	●	●	●	●		●	●	●	●	●		●			●							●	●		●		●		●	
Electricians	/13	●		●	●		●	●	●	●			●			●	●							●				●		●	
Electronics Assemblers	/8			●	●		●			●			●			●	●													●	
Electronics Technicians	/16	●		●	●		●	●	●	●	●		●			●	●							●			●	●		●	●
Linepersons	/8			●	●		●			●			●			●							●			●					
ENGINEERING AND DESIGN OCCUPATIONS																															
Aerospace Engineers	/21	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●	●		●	●			●
Architects	/21	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●	●		●	●			●
Chemical Engineers	/20	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●			●	●			●
Civil Engineers	/22	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●	●	●	●		●	●			●
Computer Engineers	/20	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●			●	●			●
Drafters	/13	●	●	●	●		●	●		●	●	●	●			●	●													●	
Electrical/Electronics Engineers	/19	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●						●			●	●			●
Engineering Technicians	/19	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●						●	●			●		●	
Engineers	/21	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●	●		●	●			●
Industrial Engineers	/20	●	●	●	●	●	●	●	●	●	●	●	●			●		●				●		●	●		●	●			●
Interior Designers/Decorators	/19	●	●	●		●	●	●	●	●	●	●				●	●							●	●	●	●	●		●	●
Mechanical Engineers	/17	●	●	●	●	●	●	●	●	●	●	●	●			●		●				●		●			●	●			●
Surveyors	/18	●	●	●	●		●	●	●	●	●	●	●			●		●					●	●				●		●	●
Surveyors' Helpers	/11	●		●	●		●			●	●	●	●			●							●							●	
FOOD PROCESSING OCCUPATIONS																															
Bakers	/14	●		●			●	●	●	●		●				●	●			●				●				●	●	●	
Beverage Workers	/4						●			●						●	●														

87-D

		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
Cannery/Food Processing Workers	/4						●			●						●	●														
Commercial Fishers	/7						●			●				●		●							●			●	●				
Meat Cutters	/4						●			●						●				●											
Winemakers	/16	●		●	●		●	●	●	●			●			●	●	●	●	●				●			●	●			
FOOD SERVICE OCCUPATIONS																															
Bartenders	/14	●		●		●	●	●	●	●						●			●	●				●	●			●		●	
Buspersons	/6					●	●			●						●				●					●						
Chefs	/16	●		●		●	●	●	●	●	●	●				●	●			●				●	●			●		●	
Dinner Cooks	/13	●		●		●	●	●	●	●						●				●				●	●			●		●	
Flight Attendants	/18	●	●	●		●	●	●	●	●						●			●	●			●	●	●	●		●	●	●	
Food Service Workers	/11					●	●		●	●						●			●	●				●	●			●		●	
Fry Cooks	/12	●		●		●	●	●	●	●						●				●				●				●		●	
Kitchen Helpers	/6					●	●			●						●				●					●						
Waiters/Waitresses	/13	●		●		●	●	●	●	●						●			●	●				●	●			●			
GRAPHIC ARTS AND DESIGN OCCUPATIONS																															
Bookbinders/Bindery Workers	/7			●			●			●						●	●	●												●	
Compositors/Typesetters	/10		●				●	●		●	●					●	●	●										●		●	
Graphic Designers	/16	●	●	●		●	●	●	●	●	●	●				●	●		●									●		●	●
Industrial Designers	/16	●	●	●	●	●	●	●	●	●	●	●				●	●		●									●			●
Lithographic Workers	/8			●			●	●		●						●	●											●		●	
Photographers	/17	●		●		●	●	●	●	●	●					●	●							●	●	●	●	●		●	●
Press Operators	/8			●			●	●		●						●	●											●		●	
Technical Illustrators	/16	●	●	●	●	●	●	●	●	●	●	●	●			●	●											●			●
HEALTH SERVICE OCCUPATIONS																															
Athletic Trainers	/24	●	●	●	●	●	●	●	●	●			●		●	●		●			●	●	●	●	●	●	●	●	●	●	●
Chiropractors/Naturopathic Doctors	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Dental Assistants	/17	●			●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Dental Hygienists	/19	●	●	●	●	●	●	●	●	●	●		●			●					●			●	●			●	●	●	●
Dentists	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Dieticians	/19	●	●	●	●	●	●	●	●		●		●					●			●	●		●	●		●	●	●		●
Emergency Medical Tech./Paramedics	/21	●	●	●	●	●	●	●	●	●	●		●		●	●		●			●	●		●	●			●	●	●	
Health Aides	/18	●	●		●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Health Therapists	/20	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●			●	●		●
Home Health Aides	/18	●	●	●	●	●	●	●	●	●			●		●	●		●			●			●	●				●	●	
Licensed Midwives	/22	●	●	●	●	●	●	●	●	●			●		●	●		●			●	●		●	●		●	●	●	●	●
Licensed Practical Nurses	/20	●	●	●	●	●	●	●	●	●	●		●		●	●		●			●			●	●			●	●	●	
Medical Assistants	/19	●	●	●	●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Nursing Assistants	/19	●	●		●	●	●	●	●	●	●		●		●	●		●			●			●	●			●	●	●	
Occupational Therapists	/20	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●			●	●		●
Optometrists	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Pharmacists	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Pharmacists' Assistants	/19	●	●	●	●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	

		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
Physical Therapists	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Physicians	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Physicians' Assistants	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●		●
Registered Nurses	/22	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●	●	●	●
Speech Pathologists/Audiologists	/20	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●			●	●		●
Therapists' Assistants/Aides	/18	●	●		●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Veterinarians	/22	●	●	●	●	●	●	●	●	●	●		●	●		●		●			●	●	●	●	●		●	●			●
Veterinary Technicians	/20	●	●	●	●	●	●	●	●	●	●		●	●		●		●			●		●	●	●			●		●	
INSPECTING OCCUPATIONS																															
Agricultural Scientists	/22	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●				●	●	●	●		●	●			●
Biological Scientists	/21	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●				●		●			●	●			●
Chemists	/20	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●				●		●			●	●			●
Construction Inspectors	/19	●	●	●	●	●	●	●	●	●	●		●			●						●	●	●	●	●		●		●	
Dental Laboratory Technicians	/15	●		●	●	●	●	●	●	●	●		●			●	●				●								●	●	
Earth Scientists	/22	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●				●	●	●	●		●	●			●
Electrocardiograph Technicians	/18	●	●	●	●	●	●	●	●	●	●		●			●					●			●	●			●	●	●	
Electroencephalograph Technicians	/18	●	●	●	●	●	●	●	●	●	●		●			●					●			●	●			●	●	●	
Environmental Health Specialists	/27	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●			●	●	●	●	●	●	●	●	●	●	●
Health Technicians/Technologists	/20	●	●	●	●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	●
Laboratory Testers	/17	●	●	●	●	●	●	●		●	●		●	●		●		●			●							●	●	●	
/19 Medical Lab Technicians/Technologists		●	●	●	●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Opticians	/22	●	●	●	●	●	●	●	●	●			●			●	●	●	●	●		●		●	●		●	●	●	●	
Physicists/Astronomers	/19	●	●	●	●	●	●	●	●	●	●	●	●			●		●				●		●			●	●			●
Pollution Control Technicians	/22	●	●	●	●	●	●	●	●	●	●		●		●	●		●				●	●	●		●		●	●	●	●
Quality Control Inspectors	/23	●	●	●	●	●	●	●	●	●	●		●		●	●	●	●				●		●	●		●	●	●	●	●
Radiologic Technicians	/19	●	●	●	●	●	●	●	●	●	●		●			●		●			●			●	●			●	●	●	
Respiratory Therapists	/20	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●			●	●		●
Soil Conservation Aides	/18	●	●	●	●	●	●	●	●	●	●		●					●					●	●	●	●		●		●	
MATHEMATICS AND COMPUTING OCCUPATIONS																															
Computer Operators	/12	●	●	●		●	●	●		●	●					●		●										●		●	
Computer Programmers	/19	●	●	●	●	●	●	●	●	●	●		●			●		●				●		●			●	●		●	●
Mathematicians/Statisticians	/20	●	●	●	●	●	●	●	●	●	●		●			●		●				●		●	●		●	●	●		●
Microcomputer Support Specialists	/21	●	●	●	●	●	●	●	●	●	●		●			●		●				●		●	●		●	●	●	●	●
Systems Analysts	/20	●	●	●	●	●	●	●	●	●	●		●			●		●				●		●	●		●	●	●		●
MECHANICS OCCUPATIONS																															
Aircraft Mechanics	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Appliance Repairers	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Auto Mechanics	/17	●		●	●	●	●	●	●	●	●		●			●		●					●	●	●			●		●	
Computer Service Technicians	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Equipment Repairers	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Farm Equipment Mechanics	/17	●		●	●	●	●	●	●	●	●		●			●		●					●	●	●			●		●	
Heating-Cooling System Mechanics	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	

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		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training	30. Go to four years or more of college.
Instrument Repairers	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Jewelers	/13	●		●		●	●	●		●		●				●	●	●	●									●		●	
Millwrights	/13	●		●		●	●	●	●	●	●					●	●							●				●		●	
Office Machine Repairers	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Radio/TV Service Technicians	/16	●		●	●	●	●	●	●	●	●		●			●		●						●	●			●		●	
Service Station Attendants	/13			●		●	●	●	●	●						●			●	●			●	●	●			●			
Small Engine Repairers	/17	●		●	●	●	●	●	●	●	●		●			●		●					●	●	●			●		●	
Telephone Installers/Repairers	/14	●		●	●	●	●	●	●	●			●			●								●	●			●		●	
Truck/Heavy Equipment Mechanics	/17	●		●	●	●	●	●	●	●	●		●			●		●					●	●	●			●		●	
METAL WORKING OCCUPATIONS																															
Aircraft Assemblers	/9			●	●	●	●			●			●			●	●													●	
Body/Fender Repairers	/17	●		●	●	●	●	●	●	●	●		●			●	●	●						●	●			●		●	
Boilermakers	/9			●	●	●	●			●			●			●	●													●	
Divers	/14	●		●	●		●	●	●	●	●		●			●							●	●					●	●	
Blacksmiths/Forge Shop Workers	/8			●	●		●			●			●			●	●													●	
Foundry Workers	/7			●	●		●			●			●			●	●														
Ironworkers	/7			●	●		●			●			●			●	●														
Machine Tool Operators	/9			●	●		●			●	●		●			●	●													●	
Machinists	/15	●		●	●	●	●	●	●	●	●		●			●	●							●				●		●	
Metal Refining Occupations	/7			●	●		●			●			●			●	●														
Metalworking Patternmakers	/7			●	●		●			●			●			●	●														
Molders	/9			●	●	●	●			●			●			●	●													●	
Sheet Metal Workers	/9			●	●	●	●			●			●			●	●													●	
Shipfitters and Riggers	/13	●		●	●	●	●	●	●	●			●			●	●						●							●	
Tool and Die Makers	/15	●		●	●	●	●	●	●	●	●		●			●	●							●				●		●	
Welders	/12	●		●	●	●	●	●	●	●			●			●	●													●	
OTHER PRODUCTION OCCUPATIONS																															
Boatbuilders	/16	●		●	●	●	●	●	●	●		●	●			●	●						●	●			●	●			
Custom Saddle Makers	/6			●			●			●		●				●	●														
Petroleum Processing Occupations	/11	●		●	●		●	●		●			●			●	●											●			●
Photofinishers	/6			●			●			●						●	●													●	
Production Assemblers	/7			●		●	●			●						●	●													●	
Production Painters/Finishers	/7			●		●	●			●						●	●													●	
Rubber/Chemical Processing Occupations	/12	●		●	●		●	●		●			●			●	●											●		●	●
Rubber/Plastics Fabricators	/8			●	●		●			●			●			●	●													●	
Stationary Engineers	/18	●	●	●	●	●	●	●	●	●	●		●			●		●				●		●			●	●			●
Wastewater Treatment Plant Operators	19			●	●		●			●	●		●			●	●													●	
Well Drillers	/8			●	●		●	●		●			●			●												●			
PERSONAL CARE OCCUPATIONS																															
Animal Caretakers	/7						●			●				●		●							●	●						●	
Barbers	/13	●				●	●	●	●	●						●			●	●				●	●			●		●	
Cosmetologists	/15	●		●		●	●	●	●	●						●			●	●				●	●			●	●	●	

87-G

		1. Learning new things quickly.	2. Using words in writing and speaking	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems	8. Adjusting to change.	9. Using equipment, machines and tools	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
Fitness Consultants	/21	●	●	●	●	●	●	●	●	●	●		●			●		●			●	●		●	●		●	●		●	●
Funeral Directors/Embalmers	/21	●	●	●	●	●	●	●	●	●	●		●			●		●	●		●			●	●			●	●	●	●
Massage Therapists	/15	●			●	●	●	●	●	●			●			●			●	●	●			●	●					●	
PROTECTIVE SERVICE OCCUPATIONS																															
Correctional Officers	/19	●	●	●		●	●	●	●	●					●	●		●		●		●		●	●			●	●	●	●
Customs Inspectors	/19	●	●	●		●	●	●	●	●					●	●		●				●	●	●	●			●	●	●	●
Fire Fighters	/18	●		●	●	●	●	●	●	●			●		●	●		●					●	●	●			●	●	●	
Law Enforcement Officers	/24	●	●	●	●	●	●	●	●	●	●		●		●	●		●			●	●	●	●	●		●	●	●	●	●
Park Rangers/Naturalists	/23	●	●	●	●	●	●	●	●	●	●		●		●	●		●			●	●	●	●	●		●	●	●		●
Security Guards	/13					●	●	●	●	●					●	●							●	●	●			●	●	●	
Store Detectives	/15	●	●			●	●	●	●	●					●	●		●						●	●			●	●	●	
SALES OCCUPATIONS																															
Advertising Workers	/21	●	●	●		●	●	●	●	●	●	●				●		●	●			●		●	●		●	●	●	●	●
Automobile Parts Clerks	/15	●		●		●	●	●		●	●					●		●	●			●		●	●			●		●	
Automobile Salespeople	/19	●	●	●		●	●	●	●		●							●	●			●	●	●	●		●	●	●	●	●
Business Services Salespeople	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Customer Service Representatives	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Display Workers	/16	●	●	●		●	●	●	●									●	●			●		●	●		●	●	●	●	
Door-to-Door Salespeople	/18	●	●	●		●	●	●	●	●								●	●			●	●	●	●	●	●	●	●		
Farm Sales/Service Representatives	/17	●	●	●		●	●	●	●	●								●	●			●	●	●	●		●	●	●		
Fashion Merchandisers	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Insurance Salespeople	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Models	/14	●				●	●	●	●										●			●		●	●	●	●	●	●	●	
Real Estate Salespeople	/19	●	●	●		●	●	●	●		●							●	●			●	●	●	●	●	●	●		●	●
Retail Sales Clerks	/16	●	●	●		●	●	●	●		●							●	●			●		●	●			●	●	●	
Route Salespeople	/18	●	●	●		●	●	●	●	●						●		●	●	●		●		●	●	●		●	●		
Salespeople	/17	●	●	●		●	●	●	●		●							●	●			●		●	●			●	●	●	●
Sales Representatives	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Security Salespeople	/18	●	●	●		●	●	●	●		●							●	●			●		●	●		●	●	●	●	●
Telephone Solicitors	/11	●	●	●		●	●	●		●	●							●	●			●									
SOCIAL RESEARCH OCCUPATIONS																															
Economists	/16	●	●	●		●	●	●	●		●	●						●				●		●			●	●	●		●
Freelance Writers	/18	●	●	●		●	●	●	●		●	●						●				●		●	●	●	●	●		●	●
Interpreters/Translators	/18	●	●	●		●	●	●	●		●	●						●				●		●	●	●	●	●	●		●
Reporters	/18	●	●	●		●	●	●	●		●	●						●				●	●	●	●	●	●	●			●
Researchers	/16	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●			●
Social Program Planners	/17	●	●	●		●	●	●	●		●	●						●			●	●		●	●		●	●			●
Social Scientists	/17	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●	●		●
Technical Writers	/16	●	●	●	●	●	●	●	●		●	●	●			●		●				●						●			●
Urban/Regional Planners	/18	●	●	●		●	●	●	●		●	●						●				●		●	●	●	●	●	●		●

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		1. Learning new things quickly.	2. Using words in writing and speaking.	3. Using numbers.	4. Understanding science.	5. Getting along with others.	6. Paying attention to details.	7. Making decisions and solving problems.	8. Adjusting to change.	9. Using equipment, machines and tools.	10. Using computers.	11. Write, draw, act, play music or do crafts.	12. Use science such as biology, chemistry or physics.	13. Care for plants or animals.	14. Protect the safety of others.	15. Work with tools or equipment.	16. Use tools or machines to make things.	17. Do office work.	18. Sell things to people.	19. Help people look good, have fun, travel or eat.	20. Help people get better physically or mentally.	21. Lead and influence other people.	22. Work outdoors part of the time.	23. Change tasks a lot.	24. Meet many people.	25. Travel.	26. Work hard.	27. Make many decisions.	28. Dress formally or wear a uniform.	29. Get vocational or community college training.	30. Go to four years or more of college.
SOCIAL SERVICE OCCUPATIONS																															
Caseworkers	/18	●	●	●		●	●	●	●		●	●			●			●			●	●		●	●		●	●			●
Child Care/Day Care Workers	/17	●	●			●	●	●	●	●		●			●	●		●		●			●	●	●			●		●	
Clergy	/19	●	●	●		●	●	●	●		●	●			●			●			●	●		●	●		●	●	●		●
Elementary Teachers	/19	●	●	●	●	●	●	●	●		●	●	●		●			●				●		●	●		●	●			●
Kindergarten Teachers	/17	●	●	●	●	●	●	●	●		●	●			●			●				●		●	●			●			●
Lawyers	/19	●	●	●		●	●	●	●		●	●			●			●			●	●		●	●		●	●	●		●
Legal Assistants	/17	●	●	●		●	●	●	●		●	●						●				●		●	●		●	●		●	●
Librarians	/16	●	●	●		●	●	●	●		●							●				●		●	●		●	●	●		●
Mental Health Counselors	/21	●	●	●	●	●	●	●	●		●	●	●		●			●			●	●		●	●		●	●	●		●
Parole/Probation Officers	/19	●	●	●		●	●	●	●		●	●			●			●			●	●		●	●		●	●	●		●
Psychologists	/21	●	●	●	●	●	●	●	●		●	●	●		●			●			●	●		●	●		●	●	●		●
Recreation Attendants	/17	●	●			●	●	●	●	●		●			●	●		●		●			●	●	●			●		●	
Recreation Leaders	/20	●	●	●		●	●	●	●		●	●			●			●		●	●	●	●	●	●		●	●			●
Rehabilitation Counselors	/21	●	●	●	●	●	●	●	●		●	●	●		●			●			●	●		●	●		●	●	●		●
School Counselors	/16	●	●	●		●	●	●	●		●				●			●				●		●	●		●	●			●
Secondary Teachers	/18	●	●	●	●	●	●	●	●		●	●			●			●				●		●	●		●	●			●
Sign Language Interpreters	/18	●	●	●		●	●	●	●		●	●						●				●		●	●	●	●	●	●		●
Social Service Aides	/8	●	●			●	●				●							●							●					●	
Social Service Specialists	/19	●	●	●		●	●	●	●		●	●			●			●			●	●		●	●		●	●	●		●
Special Education Teachers	/18	●	●	●	●	●	●	●	●		●	●			●			●				●		●	●		●	●			●
Specialty Teachers	/21	●	●	●	●	●	●	●	●	●	●	●	●			●		●				●		●	●		●	●		●	●
Teacher Assistants/Aides	/16	●	●			●	●	●	●		●	●			●			●				●		●	●			●		●	●
Tour Guides	/19	●	●			●	●	●	●		●				●			●		●		●	●	●	●	●	●	●	●	●	
University/College Instructors	/17	●	●	●	●	●	●	●	●		●	●						●				●		●	●		●	●			●
Vocational Teachers	/22	●	●	●	●	●	●	●	●	●	●	●			●	●	●	●				●		●	●		●	●		●	●
STOCK CONTROL OCCUPATIONS																															
Freight Handlers	/4						●			●						●							●								
Mail Carriers	/13	●	●			●	●	●		●						●		●					●	●	●			●	●		
Packers/Wrappers	/3						●			●						●															
Postal Clerks	/12	●		●		●	●		●	●	●					●		●							●				●	●	
Shipping/Receiving Clerks	/8	●		●			●			●	●					●		●												●	
Stock Clerks	/7			●			●			●	●					●		●												●	
Warehouse Workers	/4			●			●			●						●															
TEXTILE AND APPAREL OCCUPATIONS																															
Fashion Designers	/24	●	●	●		●	●	●	●	●	●	●				●	●	●	●	●		●		●	●	●	●	●	●	●	●
Laundry/Dry Cleaning Workers	/5					●	●			●						●									●						
Seamstresses/Tailors	/13			●		●	●	●	●	●						●	●			●				●	●			●		●	
Sewing Machine Operators	/5			●			●			●						●	●														
Textile Machine Operators	/5			●			●			●						●	●														
Upholsterers	/6			●			●			●						●	●													●	

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TIMBER PRODUCTS OCCUPATIONS																															
Cabinetmakers	/11	●		●			●	●		●						●	●							●			●	●		●	
Pulp & Paper Workers	/6					●	●			●			●			●	●														
Sawmill & Plywood Laborers	/6					●	●			●						●	●						●								
Woodworking Machine Operators	/6			●			●			●						●	●													●	
TRANSPORTATION OCCUPATIONS																															
Air Traffic Controllers	/21	●	●	●	●	●	●	●	●	●	●		●		●	●		●				●		●			●	●	●	●	●
Bus/Taxi Cab Drivers	/11	●				●	●	●	●	●						●							●	●	●					●	
Deckhands	/8						●			●						●							●	●		●	●			●	
Dispatchers	/13	●	●			●	●	●	●	●	●					●		●						●				●		●	
Forklift Operators	/3						●			●						●															
Garbage Collectors	/4						●			●						●							●								
Heavy Equipment Operators	/8	●					●		●	●						●							●	●						●	
Local Truck Drivers	/11	●				●	●		●	●						●							●	●	●	●		●			
Long Haul Truck Drivers	/10	●					●	●	●	●						●							●		●	●		●			
Pilots/Flight Engineers	/22	●	●	●	●	●	●	●	●	●	●		●		●	●						●	●	●	●	●		●	●	●	●
Railroad Brake Operators	/6						●			●						●							●			●				●	
Ship Officers/Engineers	/22	●	●	●	●	●	●	●	●	●	●		●		●	●						●	●	●	●	●		●	●	●	●
Yarding/Loading Occupations	/5	●					●			●						●							●								

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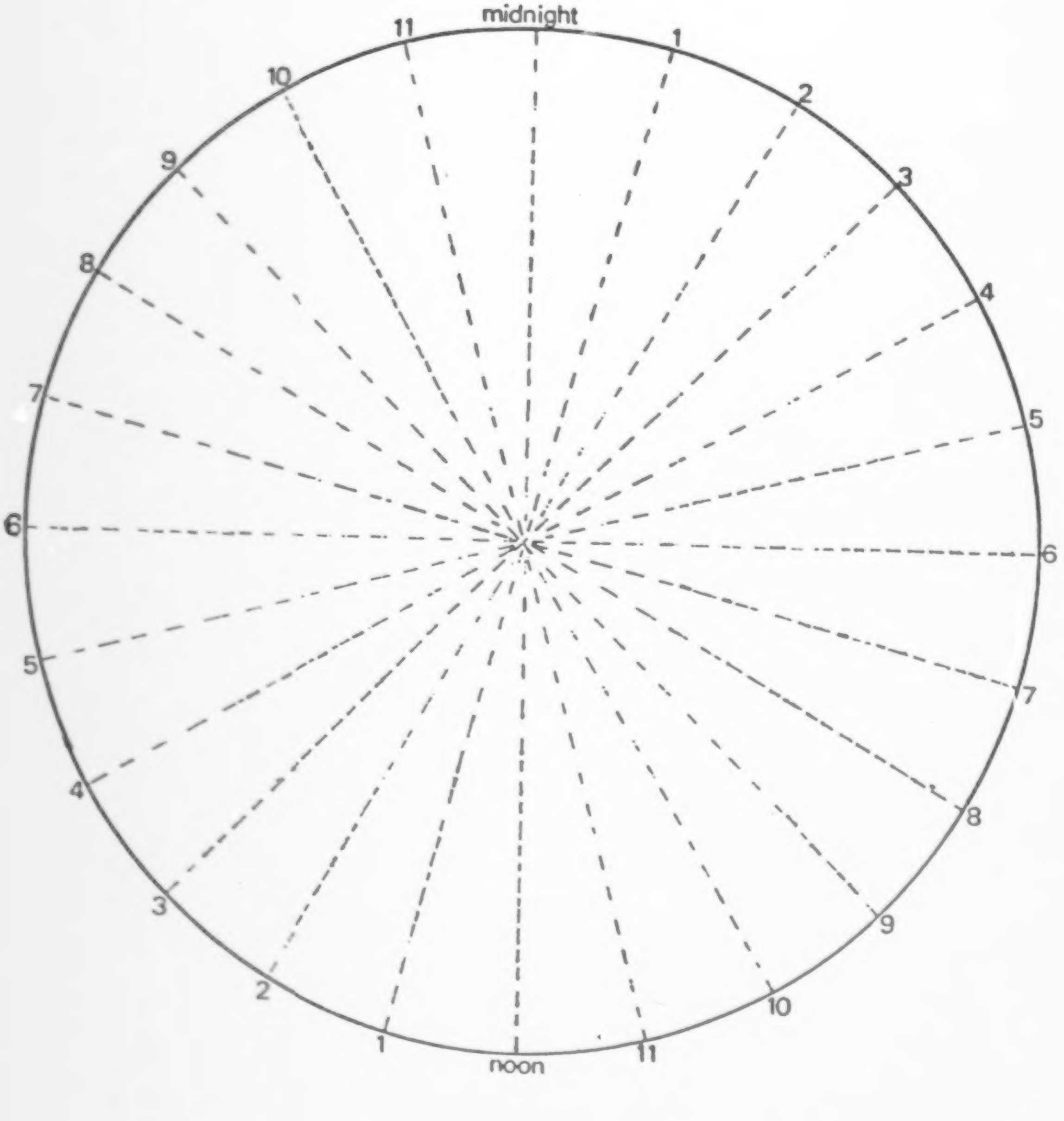
PRIORITIZING ACTIVITIES


midnight
1
2
3
4
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6
7
8
9
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noon
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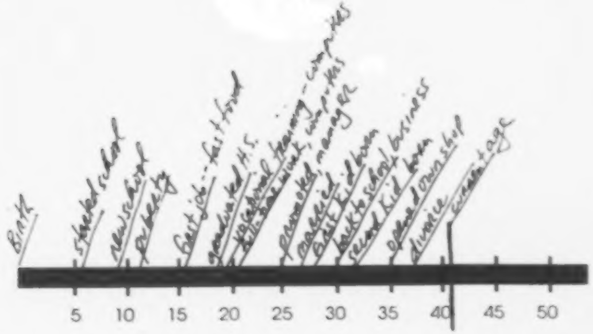
11

88 469

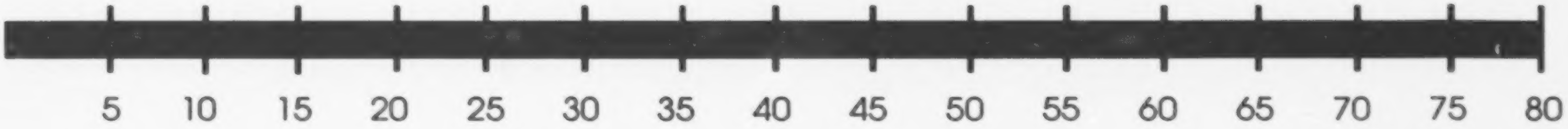
HELP WANTED

REQUIREMENTS: Intelligence, good health, energy, patience, sociability, skills at least 12 different occupations. HOURS: 99.6 per week. SALARY: None. HOLIDAYS: None (will be required to remain on standby 24 hours a day, seven days a week) OPPORTUNITIES FOR ADVANCEMENT: None (limited transfer ability of skills acquired on the job). JOB SECURITY: None (trend is toward more layoffs particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer). FRINGE BENEFITS: Food, clothing and shelter generally provided but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance; no Social Security or pension plan.

LIFE SPAN CHART



90



SELF-APPRAISAL WORKSHEET

Name: ______________________________ Date: ____________________

I feel most independent when ______________________________

I feel best about myself when ______________________________

____

I can solve my own problems best when ______________________

____

I would most like to improve _______________________________

____ about myself.

My good habits are ____

Habits I would like to change are __________________________

____

In my free time, I like best to ____________________________

____

My favorite books this year are ____________________________

____

My favorite TV programs are ________________________________

____

I like to talk to my friends about _________________________

I would like to become a ___________________________________

____ for my career.

I cooperate best with others when __________________________

I get angry when ____

I like to be by myself when ________________________________

I feel I can be honest when ________________________________

The school subject(s) I like best is _______________________

____

I feel the subject(s) I don't do as well as I could in is __________

____

The subject(s) I don't like is _____________________________

I would like to learn more about ___________________________

My goals for intermediate school are _______________________

____

I think the most important thing in my life is _____________

____

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WHAT I AM LIKE

1. When I get up ____________________
2. After I get in bed at night ____________________
3. When I was a baby ____________________
4. If I had a dollar, I would ____________________
5. When my mother isn't at home ____________________
6. On the way home from school, I ____________________
7. On the playground, I ____________________
8. When I grow up ____________________
9. If I could do anything in the world I wanted to, I would ____________________
10. If I had a million dollars ____________________
11. The thing I like best about this school is ____________________ ____________________
12. The thing I like least about this school is ____________________ ____________________
13. Good parents are like ____________________
14. When a boy or girl does something wrong, he/she ____________________ ____________________
15. The person I like best at this school is ____________________ ____________________
16. What people like best about me is ____________________
17. What people do not like best about me is ____________________ ____________________
18. If I could be anyone in the whole world, I would be ____________________ ____________________
19. The person I admire most in the whole world ____________________ ____________________
20. A good boy or girl is like ____________________
21. The thing that really makes me mad is ____________________ ____________________
22. I feel bad when ____________________
23. I get in trouble because ____________________

Name: ____________________ Date: ____________________

LIFESTYLE WORKSHEET

Please read the following items carefully. Check those items you feel are essential to your future plans and lifestyle and circle qualifiers.

___Marriage
___Size of family (including you and your spouse)
Circle one 2 3 4 5 or more
___Remaining single
___Own my own home valued at:
$25,000 $40,000 $50,000 $70,000 $100,00 or more
___Rent an apartment __furnished __unfurnished
___Homeowners insurance
___Medical insurance
___Life insurance: myself spouse children
___Auto insurance: myself spouse children
___Car: new used one two or more
___Medical/dental expenses
___Eyeglasses
___Furniture
___Water
___Property taxes
___Electricity
___Telephone
___Heat: oil coal electric gas wood
___Television
___Snowblower
___Clothing
___Food
___Stereo
___Vacation: 2 weeks month or more
___Gasoline
___Disposal services: trash & garbage
___Personal services: dry cleaning, haircuts, etc.
___Recreation & leisure time activities
___Pension fund/retirement
___Savings account
___Major appliances: washer dryer dishwasher other
___Other

Anticipated income from your job:

$5,000-$10,000 $10,000-$15,000

$15,000-$20,000 $20,000 or more

Do you believe your job can support this lifestyle?

Yes No Don't know

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10 YEARS FROM NOW FANTASY

SALARY WORKSHEET

Beginning salary for your job: a. ________

1. Divide (a) by 4 and put the answer in (b) b. ________
   This = your taxes

2. Now subtract (b) from (a) and put the answer in (c) c. ________
   This = your money

3. Divide (c) by 12 to get your monthly take-home pay d. ________

MONTHLY EXPENSES

4. Rent/house payment e. ________
   (get local rent figures from paper; for house, figure $10/month for every $1,000 of your house costs (for 30 years). Example: $100,000 home = $1,000/month)

5. Car payment f. ________
   (figure $20 for every $1,000 the vehicle costs. Example: $10,000 car = $200/month)

6. Cable TV g. ________

7. Telephone h. ________

8. Electricity/Heat i. ________

9. Credit cards j. ________
   (Remember all that stuff you bought? Except for the house and car, add it all up, add 15 percent interest, then divide by 12: this will be your monthly credit card charge.)

Total of e to j only k. ________

93-B

YEARLY OR ONE-TIME "START-UP" EXPENSES:

10. Utility hookups (telephone, cable TV, power) l. ______

11. Car insurance m. ______

12. House/renter's insurance n. ______

13. House taxes o. ______

Total of l to o divided by 12 p. ______

WEEKLY EXPENSES:

14. Groceries q. ______

15. Gas for car r. ______

16. Supplies (non-food items: toothpaste, deodorant, etc.) s. ______

17. Miscellaneous (going out, clothes, CDs, tapes, etc.) t. ______

Total q to t times 4.33 (weekly to monthly) u. ______

GRAND TOTALS:

v. Repeat "d" total = ____________

w. Add k + p + u = ____________

x. Subtract w from v = ____________ X marks the spot!

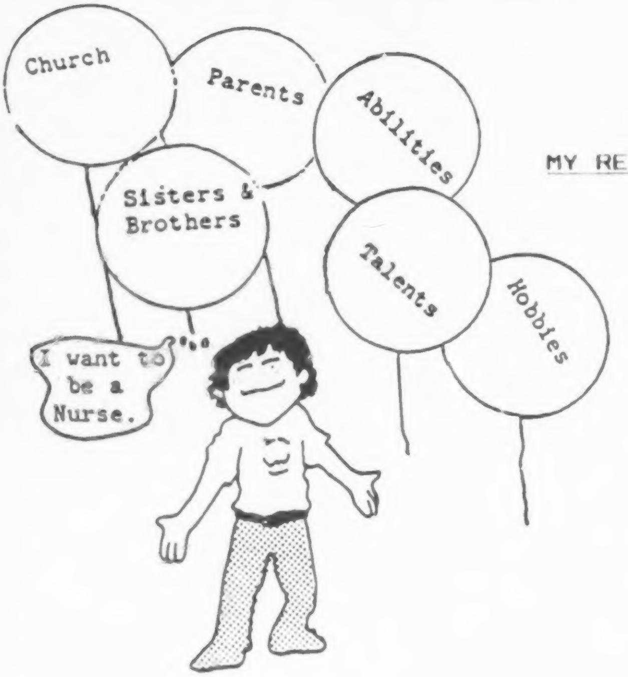
"X" is what you have left at the end of every month!
Did you get a plus number or a minus number?

If X is above zero, CONGRATULATIONS! You've got some money left over.

If X is below zero, you've got to cut some of your expenses. What will you give up to get within your budget? You may have to make some drastic changes, like finding a roommate to share expenses. GOOD LUCK!

Now consider all the things that weren't figured in, such as pets, starter furniture, household goods, and children. Discuss the need in today's society for most spouses to work in order to provide a second income.

MY RESUME


Church
Parents
Abilities
Sisters & Brothers
Talents
Hobbies
I want to be a Nurse.

Recreation
Teachers
Interests
School
Friends
I want to be a plumber.

My Name____

My Grade____

What qualifies me to be in this grade?____________________

____

What skills do I bring to this job?________________________

____

My School Skills:
Language Arts______________________________________

Math ____

Science____

Social Studies_____________________________________

Foreign Language___________________________________

Art/Music____

Other ____

Skills I've learned outside of school:

____

Work I've done at home, in school, for the community:

____

THE WORKING LIFE OF JOE SCHMOE

Joe Schmoe isn't a great student, but he makes it through high school. Joe didn't bother to learn any special job skills in high school, like computers, drafting or accounting. When asked about further training Joe says, "What are you talking about? I got a high school diploma!"

Joe goes out to look for a full-time job. He gets some bad news: While there are more than ____________________ different careers in the United States (Choices: 3,000 -- 6,000 -- 9,000 -- 12,000), he is qualified for only __________ percent of them!
(Choices: 4 -- 8 -- 16 -- 32).

He is qualified to work as ____.

Joe gets a 40-hour-a-week job, with a starting salary of $5 an hour. He immediately moves out of the house. His parents are so happy, they give him an old car! Joe can't afford his own place, so he asks one of his high school buddies to rent a furnished apartment with him.

After six months, Joe gets a raise to $5.50. After one year, he has earned a total of ____________________.
(Hint: Use weeks in your formula!)

Joe meets Jessica at work. She's working there putting herself through college. They start to go out. One weekend, Joe doesn't have enough money to pay for his half of their date. He sits down to figure out where it's all going. Here are his expenses for the year:

-- Taxes: 25% of the gross	$2730
-- Rent (1/2) $150/month	1800
-- Utilities (1/2) $30/month	360
-- Telephone (1/2) $10/month	120
-- Groceries/meals $50/week	2600
-- Car: gas, maintenance, insurance	2640
-- Doctor/Dentist/Optometrist (no insurance)	125
-- Clothes/Entertainment/Personal $10/week	520

The total of Joe's expenses is $____________________.

His bank account at the end of the year contains $____________.

Joe is not too happy that he's barely scraping by. He's also bored with his job. Then comes strike three: His car breaks down; it will take more than $1,000 to fix! Joe can't afford that, so he tries to do it himself. Of course, he neglected to take auto mechanics in high school. He gets the car running, but it keeps breaking down. He's late to work three days in a row, and his boss fires him.

The rent is due in three weeks, and without his next paycheck, Joe won't be able to cover it. His roomie can't pay it alone. Joe does the only thing he can think of -- asks his parents if he can move back in. Their reply: "Only if you go to school." Joe reluctantly agrees.

Joe goes to the local school for an interview. He wants to train for a career with a lot of openings. One career they suggest is ____.

Joe decides to train for that. He and his parents are worried about the cost. To attend a two-year community college or technical college in Washington, it costs about ____________________ a year for tuition.
(Choices: $1,300 -- $2,300 -- $3,300 -- $4,300)

95-A

Joe and his parents decide they can afford it. Joe goes to school, gets a two-year degree and is hired immediately at a starting salary of $10 an hour. After one year, a competing employer offers him $12 an hour, and he goes for it.

Joe is doing great now. He likes his work and he's making a decent wage. He can afford a nice apartment of his own. But one day his boss calls Joe into her office. She says: "Joe, you're a good worker, but we're bringing in some new technology that is going to change your job completely. We want to send you to Texas for six weeks of intensive training. Then you'll take a weekly night class here at the office. After that, you'll go back to Texas every year for three more weeks of re-training."

Joe is shocked. "Texas!" he cries. "What about my girlfriend! I can't be away from her for six weeks! And who's going to pay for all this?"

"We will," his boss says. "You think about it. I need to know by the end of the week."

Joe is depressed. "I just finished two years of school!" he tells Jessica. "Why do I need to go back to school again?" Jessica tells him that most workers have to get re-training every __________ years. (Choices: 3 -- 5 -- 7 -- 9).

Jessica reminds Joe that she has just started a re-training program, and she is one of the few in her class who got a four-year degree. For every 100 students who start high school, __________ go straight through four years of college. (Choices: 6 -- 12 -- 18 -- 24).

But __________ of those 100 go to some college or vocational school. (Choices: 48 -- 68 -- 88)

"Well, what's the point?" Joe Schmoe yells. "Why go to school at all if you've got to keep on going your whole life?"

"Don't you want to keep getting better at what you do?" Jessica asks.

"I'm good enough!" Joe yells.

Joe goes to work and tells his boss he doesn't want to be re-trained, especially not in Texas. "I'm a hard worker," Joe says, "and I've got a lot of experience with this company."

"Yes," Joe's boss says. "But the number one thing we look for in a worker is ____. (Choices: Experience; Basic Skills; Ability and Willingness to Learn; Reliability; Hard Work.)

Then she says to Joe: "____!"

When Joe gets home, Jessica has left a note. It says: "Gone to school. Maybe I'll see you there some day."

A few weeks later, Jessica goes to visit the company where they first met. She's surprised to see Joe working in his old job again!

"Yeah, I'm back making $5.50 an hour," he tells her. "But at least I don't have to keep going back to school!"

A couple days later his boss calls Joe in and says, "Joe, you're a good worker, but we're bringing in some new technology . . ."

95-B

WANTS AND NEEDS

Do different people have different wants and needs? Why?

Show what you have learned by drawing a circle around words that indicate needs, and put a line under the words that show wants.

doll
football
milk
home
television
ice cream
candy

sleep
dog
friends
coat
books
parents
school

bike
cookie
shoes
cat
pop
clothes
water

WANTS AND NEEDS

List three things you need as important parts of your life:

____

____

____

____

List three things that you want, but don't really need:

____

____

____

____

People sometimes want things they don't really need - why?

____

____

____

____

____

MAKING CHOICES

Forgotten Project

You have a big project to do for school. You worked hard on it and it is due today.. When you arrive at school, you realize you forgot to bring it and it is still at home. You call home, but nobody is there. What could you do?

Stolen Markers

You have a new set of colored markers. When you come in from recess, you notice that they are missing from your desk. What could you do?

Swimming

You invite your friend to go swimming with you. Your friend agrees to go, and then invites her cousin to go along without asking you if it is all right. What feelings would you have? What could you do?

DARE

There is a large tree in your yard, and your friends dare you to climb it. Your parents have told you never to try to climb it, as it is dangerous. But your friends say you are "chicken" and afraid to try. What could you do?

Best Friend

You are playing with your best friend at recess when you see a group of your classmates playing soccer. You love soccer, so you ask them if you and your best friend can play. They say that you can, but your friend cannot. What would you do?

The Kitten

On the way home from school, you and your best friend find a little kitten. You both want to take it home. What are your feelings? What could you do?

The Baseball Game

You have planned to go to the zoo with your friend on Friday afternoon, but the day before, you receive an invitation to a baseball game that most of your other friends will be going to. Your friend has not been invited. You would really like to go to the baseball game, but you know that your friend has been looking forward to going to the zoo with you. What could you do?

The Park

You are playing with your friends in the park near your house and a man you don't know is watching you. He asks you and your friends to come with him. He says he will buy everyone ice cream. What could you do?

The Playground

You are playing games with your friends when you notice that some kids are playing "keep away" with your best friend's baseball glove. What could you do?

The TV

You invite your friend over after school to watch TV. You want to watch your favorite show on one channel and your friend wants to watch another show on another channel. What could you do?

The Bicycle

You usually ride your bike to school. One day after school you go out to the playground and you find that your bike is missing. What could you do?

Field Trip

Your class is on a field trip. Some boys in your class are picking on you. They make fun of your haircut and your clothes. What could you do?

Toys

Your best friend has a toy that you really like. You don't have one like it. He won't share the toy with you and he makes fun of you for not having one of your own. What could you do?

Amusement Park

Your mom takes you to a local amusement park. She says you can have enough money to go on three rides plus buy one refreshment (candy, pop, etc.). However, there are six rides that you want to go on. What could you do?

The Late Friend

Your best friend said that she would come over to your house at 4:00 p.m. to go bicycle riding with you and your friends. It is now 4:30 p.m., your best friend isn't there and everyone is waiting. What could you do?

The Bully

There is one person in your class that picks on everyone. That person always puts people down, fights and scares people. While you are in the lunch line he pushes you and cuts into line ahead of you. What could you do?

Me First

You are the first one in line on the way to lunch. Another child barges in front of you and says, "I want to be first." What could you do?

CAREER INTERVIEW

CAREER CHOICE: ____

1. Description of the career:

   a. Nature of the work: (what kind of job is it?) ____________

   ____

   ____

   ____

   b. What tasks or duties does one actually perform during the typical day or week? ______________________________

   ____

   ____

   c. Any related duties which are not part of the normal routine?

   ____

   ____

   D. Describe other characteristics of the job, such as whether or not you would work alone; whether the work involves use of hands or head or both; whether it is routine or always changing; the amount of responsibility, etc. ______________

   ____

   ____

   ____

   ____

   ____

2. General working conditions in this occupation?

   a. How many hours make up a normal workday or workweek? ________

   ____

   If work hours are irregular, explain: ____________________

   ____

   Is work heavier in some seasons of the year than others? _____

If so, when is the busy season? ______________________________

____

B. Does work involve travel?__________ If so, explain________

C. Will you be rushed to finish work by your employer or others so that you must work under pressure? If so, explain:________

D. Are there physical hazards or dangers to physical health? If so, what?________

3. Qualifications and training:

a. Education (fill in appropriate blanks)

(1) High School?__________ Type of course?__________

(2) Technical School?__________ Typeof course?__________

Cost?__________ Location of school?__________

(3) College?__________ Location of school?__________
Cost?__________ Type of course?__________

(4) Graduate School?__________ Type of course?__________
Cost?__________ Location of school?__________

b. Training:

(1) On-the-job training?________ Length of program?__________

(2) Apprenticeship required______Length of program?__________

(3) Internship required?________Length of program?__________

(4) Is license or certification required?_____ Type?__________

(5) Experience?__________ Type?__________

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(6) Where can you get the training in this area?____________

c. Skills and special abilities needed (operate a typewriter, take shorthand, artistic, etc.)________________________

d. Physical characteristics needed (height, weight, age, eyesight, stength, endurance)________________________

4. What are the opportunities for employment in this career?

a. Where does one start or enter this career?________________

b. Are there more workers than jobs or are jobs easy to get?_____ Explain________________________

c. How is the career affected by general business conditions? (Does it involve a product or service that people can easily do without if a decrease in income forces them to economize?)

d. What is the future for this career?____________________

98-C

5. Renumeration and advancement:

a. Wages or salary
(1) what is the beginning salary or wage?__________________

(2) What is the average salary or wage?__________________

(3) What is the maximum salary or wage?__________________

(4) How long does it take to reach the maximum?____________

b. Benefits--Group insurance?____________________ Pension or retirement plan ____________________________

c. How does one advance or get promoted? Merit promotion?______ Seniority?__________ Other?_________ Describe method of promotion?

____

____

d. What special education, training, skills, or abilities would be required for advancement or promotion?__________________

____

____

e. Are the skills in this occupation useful in some other occupation or must you stay where you are? Explain?_________

____

____

____

6. Who did you interview?__________________________________

What additional information about the job did you get?__________

____

____

7. Explain how you gathered the information you have just recorded.

____

____

8. Are you still interested in this occupation?____________________

MY ______________________________

This is what my ______________________________ does at work:

____

____

____

This is what my ______________________________ likes best about the job:

____

____

____

This is what my ______________________________ likes least about the job:

____

____

____

This is the education or training my ______________________ got:

____

____

____

WORKING CONDITIONS

Always Inside					
Always Outside					
Inside & Outside					
Extreme Cold					
Extreme Heat					
Wet or Humid					
Noise or Vibration					
Hazards/Danger					
Fumes/Smells/Gases					
Work Alone					
Work With Others					
Work Seated					
Work Standing					
Move Around A Lot					
Move Around A Little					

BEHAVIORS

Situation 1:

Jane is a new girl at school. During recess, she observes two girls playing jump rope and she would like to join them.

_____ Jane stands close to the two girls and smiles, but says nothing, waiting for them to notice her.

_____ Jane walks over and watches them for a few minutes, then runs over and starts jumping with one of them causing both to mess up.

_____ Jane walks over to the girls, waits for a pause in their jumping and conversation; and then introduces herself and asks if she may jump with them.

Situation 2:

Johnny's pencil is missing. Someone tells Johnny that Jim was at his desk. Johnny ......

_____ Johnny goes over to Jim and demands that he give him back his pencil. When Jim says he didn't take it, Johnny starts a fight.

_____ Johnny says nothing to Jim and believes that he is the one who took his pencil. He decides to not play with him anymore.

_____ Johnny asks Jim if he has his pencil and explains that someone said that he was at his desk earlier. Johnny further explains that he was wondering if Jim might have picked it up by mistake.

Situation 3:

At the beauty shop the lady has just finished cutting your hair and turns the chair toward the mirror so you can inspect, you feel that you would like it trimmed more.

_____ You either nod your head in assent or say, "That's Okay," or say nothing.

_____ You point out that you would like to have it trimmed more and ask that she do so.

_____ You state abruptly that you don't like it and say sarcastically, "You sure didn't cut it very much, did you?"

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Situation 4:

As you are leaving a store after purchasing some item, you discover that you have been shortchanged by 40 cents.

_____ Reentering the store, you catch the attention of the clerk, saying that you believe you were shortchanged by 40 cents. In the process of explaining, you display the change you received back.

_____ Pausing for a moment, you try to decide if 40 cents is worth the effort. After a few moments, you decide it is not and go on your way.

_____ You hurry back in the store and loudly demand that you receive back your 40 cents, making a derogatory comment about "cashiers who can't add."

Situation 5:

Billy is not very good at playing kickball. In gym, nobody wants him on their team. Billy would like to play and feels badly because of this.

_____ Billy smiles and says that he will just watch. He further explains that he doesn't feel well today and is not going to play.

_____ Billy demands that someone pick him, shouting that he is always the last one picked and that it is not fair. Then he grabs the ball and runs off saying "If I don't play, you can't have the ball."

_____ Billy points out that he realizes that he doesn't play kickball very well but that the only way he will learn is by playing. Then he asks if someone will be willing to help him by pointing out during the game what he is doing wrong.

Situation 6:

You do not want to take off your jacket even though the teacher has suggested that you do so. She explains that the room is very hot.

_____ You indicate that you are not hot at the moment and firmly but politely state that you wish to keep your jacket on.

_____ You loudly state that you are not hot, that you do not want to take your coat off and snap at her to leave you alone.

_____ Pausing for a moment you try to decide if pleasing yourself is worth the effort. After a few moments, you decide it is not and go on and take it off.

Situation 7:

Your good friend is trying out for cheerleader and wants to make a good impression. She asks you if she may borrow your new sweater that you have not yet worn. Your behavior is:

_____ You swallow your anxiety about loss of the sweater or damage, and say, "Sure."

_____ You tell her "absolutely not," in a strong voice. Then say, "You are crazy for even daring to ask."

_____ You politely but firmly observe that the request is an unreasonable one since this sweater is new and particularly important to you.

Situation 8:

One evening you and your friend are invited to attend a small party with some other school acquaintances. After an hour or so, one of the guys bring out a pack of cigarettes and suggests that you all smoke. Everyone eagerly joins in except you. You do not wish to experiment with cigarettes. You are in conflict because your friend is smoking and he/she offers you one. You decide to:

_____ You do not accept the cigarette but reply simply, "No, thank you. I don't care for one." You explain that you have not smoked before and choose not to.

_____ Accept the cigarette and pretend to enjoy it. You feel badly for giving in to something you did not wish to do.

_____ You are very upset when offered the cigarette and blast your friend for participating in this activity. You say that you are going home and demand that your friend go with you.

Situation 9:

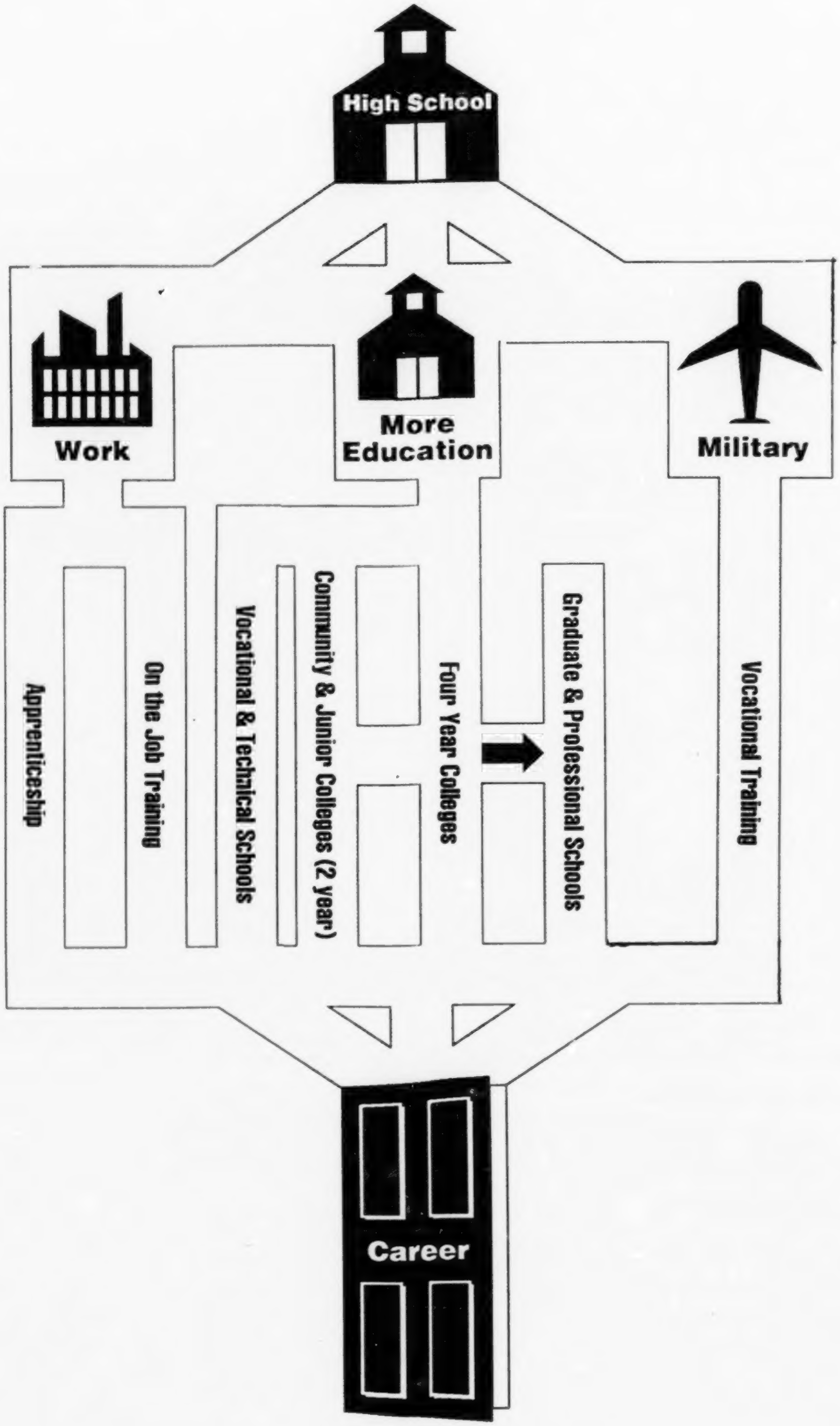
You forgot your homework assignment and are unsure about what to do.

_____ You wait until the teacher asks for it and then explode with "I didn't understand any of the stuff."

_____ You tell the teacher before class that you left your homework assignment at home and would like a chance to bring it in the next day.

_____ You pretend to be sick and ask to go home.

What Are My Education/Training Choices?

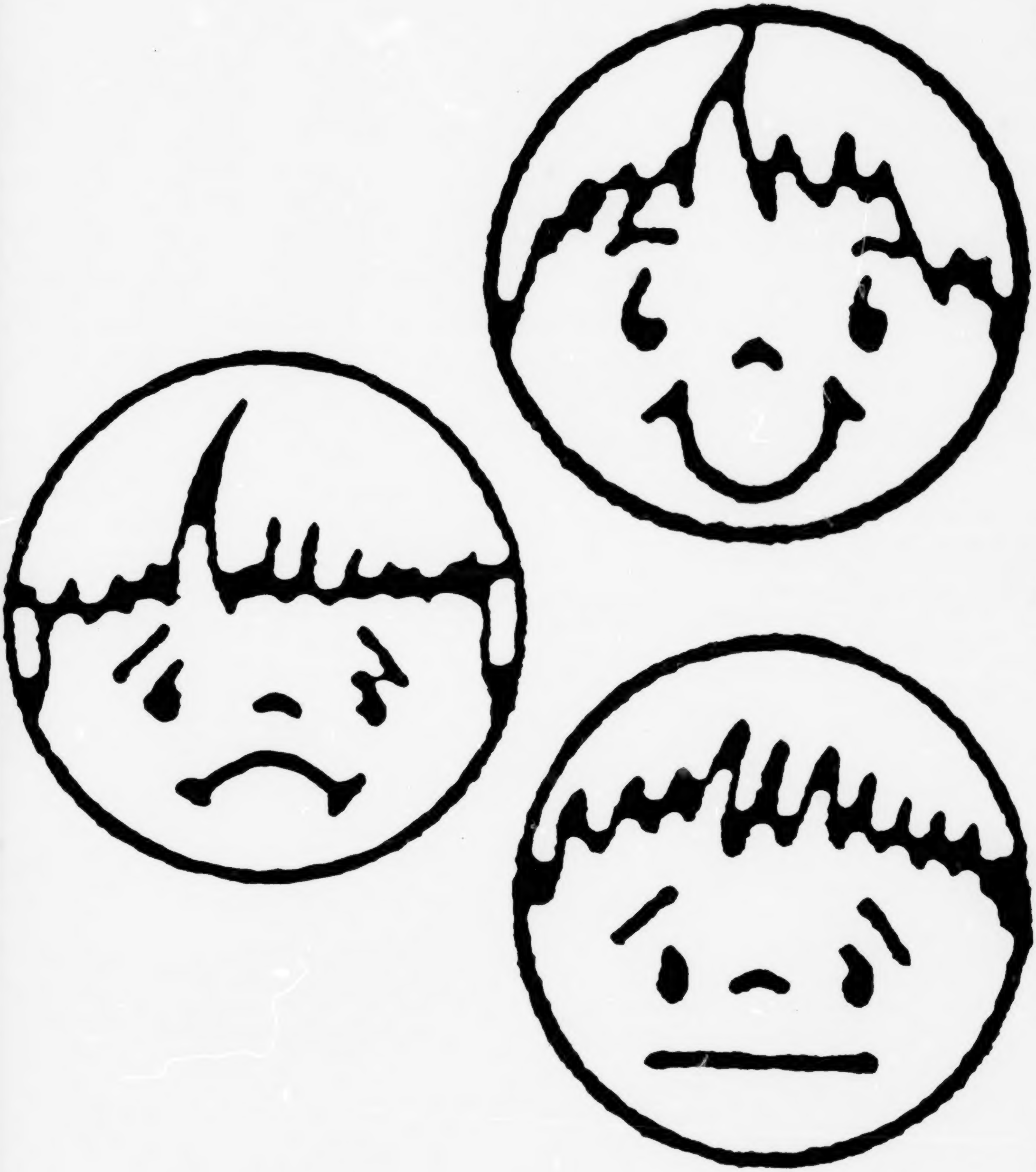

High School
Work
More Education
Military
Apprenticeship
On the Job Training
Vocational & Technical Schools
Community & Junior Colleges (2 year)
Four Year Colleges
Graduate & Professional Schools
Vocational Training
Career

MY GOALS

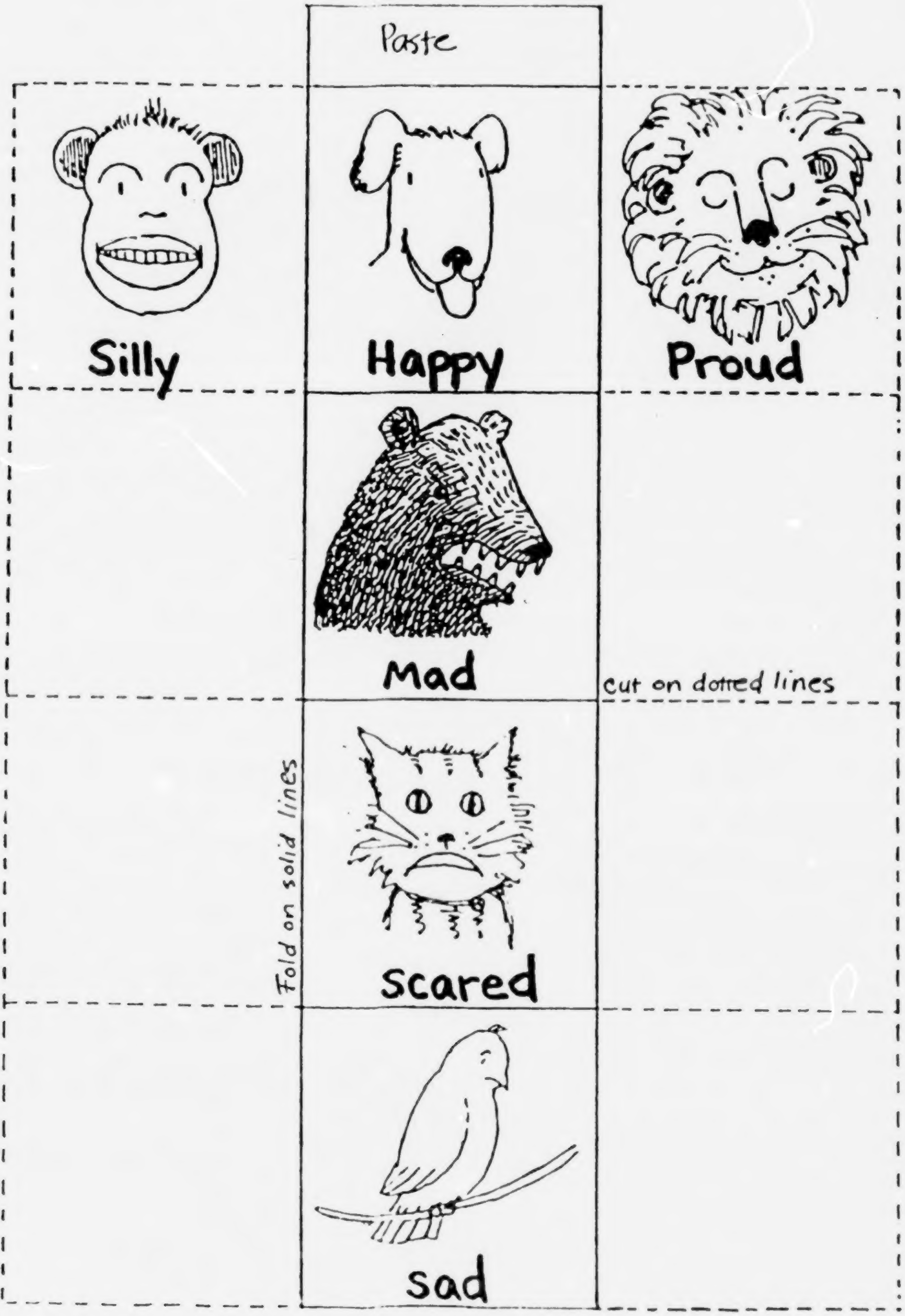
LIST THREE GOALS UNDER EACH AREA. THEN RANK 1-2-3 IN ORDER OF IMPORTANCE.

	RANK ORDER
MY SCHOOL GOALS:	
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL-GROWTH GOALS:	
MY FRIENDSHIP GOALS	
MY LEISURE-TIME GOALS:	
MY LONG-RANGE LIFE GOALS:	

THREE FACES



TOSS A FEELING

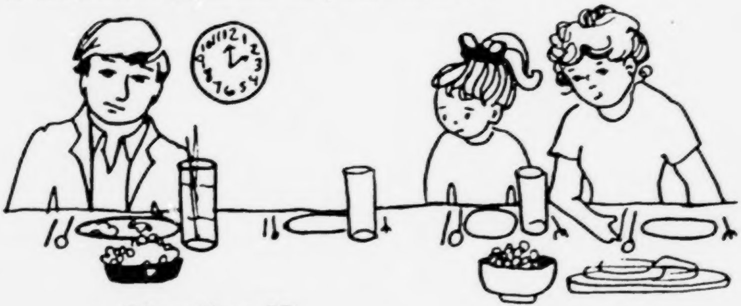

Paste
Silly
Happy
Proud
Mad
cut on dotted lines
Fold on solid lines
scared
sad

FAMILY PERSUASION

Read the following situations in which family responsibilities were neglected. Answer the questions as though each situation happened at your house.

Situation #1

You say you will be home at noon.
You didn't get there until 2:00.
Who will care? ____________
Why? ____________
____

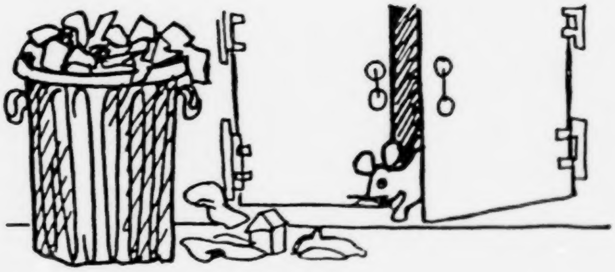


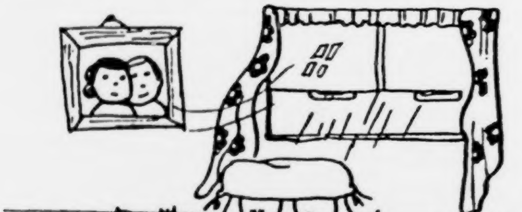
Situation #2

Someone was supposed to wash the dishes. The chore was not done.
Who will care? ____________
Why? ____________
____

Situation #3

Someone in your family is supposed to take out the trash before going to work. That someone forgot.
Who will care? ____________
Why? ____________
____





Situation #4

It is going to rain. Someone was to close the windows. That someone didn't.
Who will care? ____________
Why? ____________
____

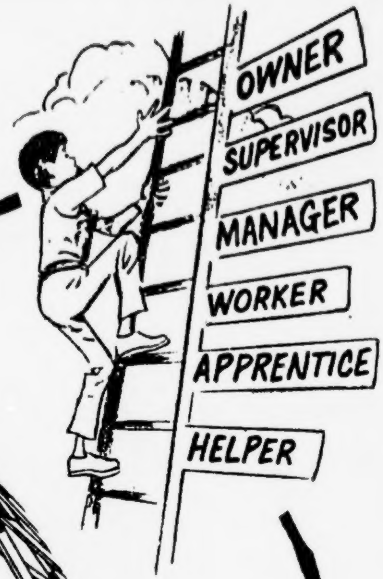
FRINGE BENEFITS

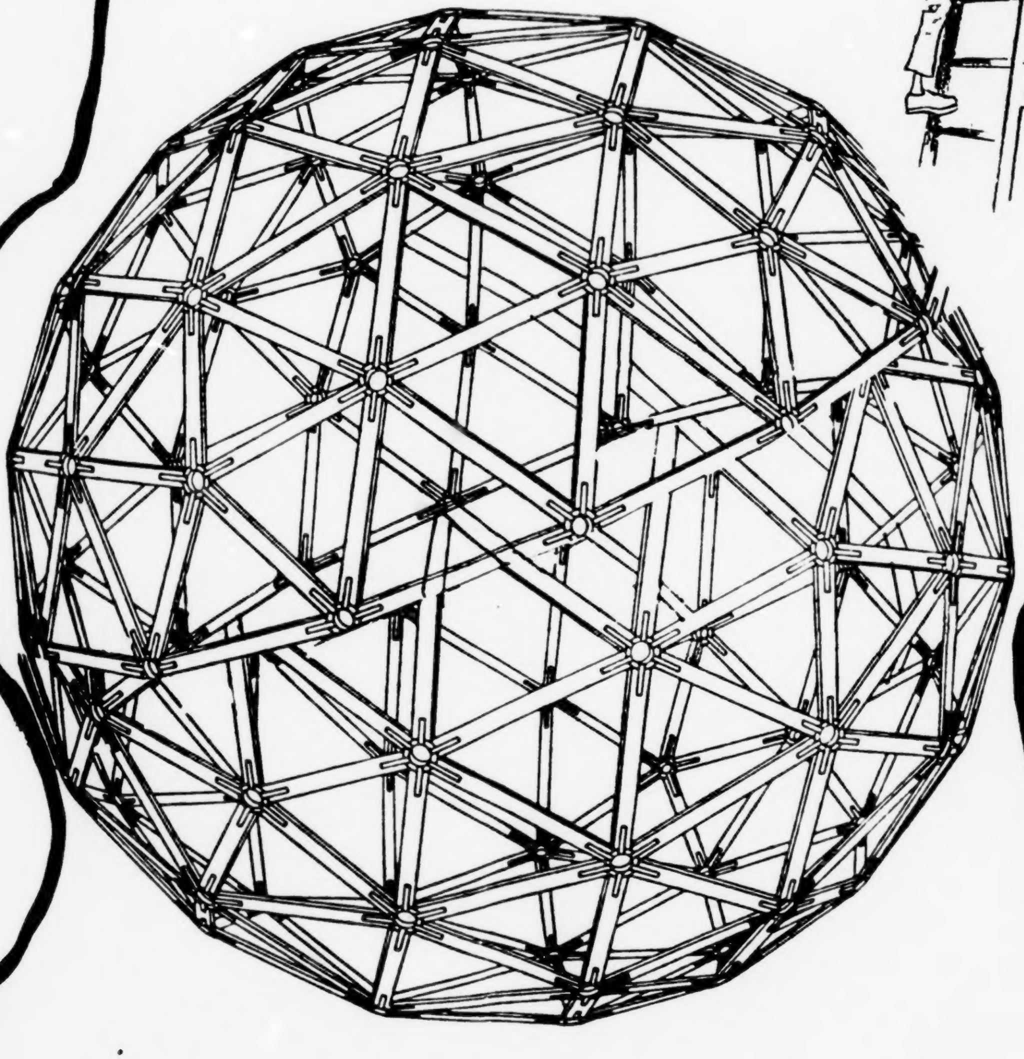
Situation #5

You were to feed the cat before going to school. You didn't.
Who will care? ____________
Why? ____________
____

Write two situations of your own. Illustrate your situations and compare with those done by other classmates. You may want to make a class scrapbook of your family situations.

LADDERS AND SPHERES


OWNER
SUPERVISOR
MANAGER
WORKER
APPRENTICE
HELPER



THE CHANGING WORKPLACE

We used to think of it as:	We now must think of it as:
1. Structured, stable and secure.	1. Flexible and changing, with little security.
2. Finding a good job and settling down; it's the employer's responsibility.	2. Being continually aware and prepared; it's the employee's responsibility.
3. Position or title oriented.	3. Skill oriented.
4. Having few incentives or rewards.	4. Providing a variety of incentives and rewards.
5. Linear careers.	5. Nonlinear careers.
6. Working for others; large employers.	6. Self-employment; small employers and units.
7. A local or national economy.	7. A global economy.
8. Having a white, male influence.	8. Having a multi-ethnic, female influence.
9. Job specific, with clear duties; hierarchical.	9. Many duties, with cross training; participatory.
10. Labor intensive, with worker as tool to be used.	10. Knowledge intensive; worker is resource to be developed.
11. Education is completed; it is separate from work.	11. Lifelong learning; education and work commingled.
12. Focus only on product.	12. Value added; service.
13. Error/slippage tolerated; "it's close enough."	13. Total quality/management control; catch errors early.
14. Mainly dollar driven; the bottom line is utmost.	14. Value and dollar driven; many things to consider.

SITUATIONS AT WORK

Case # 1--John was standing in line waiting to punch the time clock at the end of a long, hard day. Jack, one of the older workers, crowds in front of him saying "Watch out, sonny, I belong at the head of the line!" What should John do?

Case # 2--Joe, the driver of the truck, always played the radio too loud and too often. Chuck decided to mention this to him. What should he say?

Case # 3--Betty and Jane had just finished repairing a customer's TV and were driving back to the warehouse. Betty wants to stop for a drink before clocking out. Jane doesn't think this is right. How can she convince Betty of this?

Case # 4--As Art was pulling out of a customer's drive, he scraped the fender of a car parked on the street. Instead of stopping, he pretends it never happened. Bud, who was riding with Art, asks him to stop so that they could find out whose car it was. Art replies, "Why ask for trouble?" What should Bud do?

Case # 5--Will is a secretary for the local credit bureau. He is responsible for keeping good will between the bureau and its customers. When he answered the telephone one day, a man's voice demanded to talk to the head of the office. Will told him that he was not in the office and asked if he could be of any help. The man answered in a loud voice, using abusive language. Will put the receiver down with a bang. The telephone rang again, but he refused to answer. What might Will have done that would have served the credit bureau in a better way?

Dear Carpenter:

Last night, before I went home, I left my toolbox here. When I came to work this morning, my hammer was missing. I noticed a lady who works on my crew has a hammer that looks very much like mine.

What should I do about this?

Yours truly,
(Name)

Dear Restaurant Manager:

I am a food server working at one of your late night restaurants. Last night, two people came in, ordered their meals and ate them. As they got ready to leave they called me over to their table to inform me that they had no money to pay the bill. What should I do when this happens?

Yours truly,
(Name)

Dear Miss Rose:

Your rating on our typing test was 20 wpm. We regret that we cannot place you in our organization. If, in the future, your speed increases to meet the minimum standard for junior typist, you may apply at this office for another test.

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering vocational training. We regret that we are unable to place you in clerical training. Your termination is effective as of March 11, 19__.

Dear Mr. James:

We regret to inform you that your services will be terminated as of March 15, 19__.

It has come to our attention that you have been involved in several disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperative relationships among workers are essential in our line of work. We believe it is in the best interest of our employees and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Dear Mr. Brown:

Please note that your record to date indicates a total of 34 days absent.

The Brand Production Company understands the necessity for absences due to extenuating circumstances. However, your record far exceeds the maximum number of days allowed for illness and personal business. Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

Dear Miss Byrd:

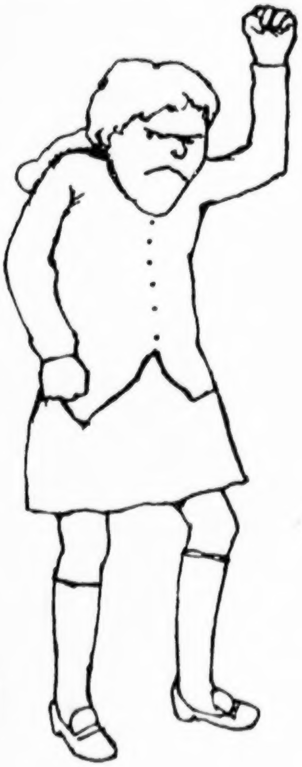
This letter is to inform you that your services as receptionist will be terminated as of March 13, 19__.

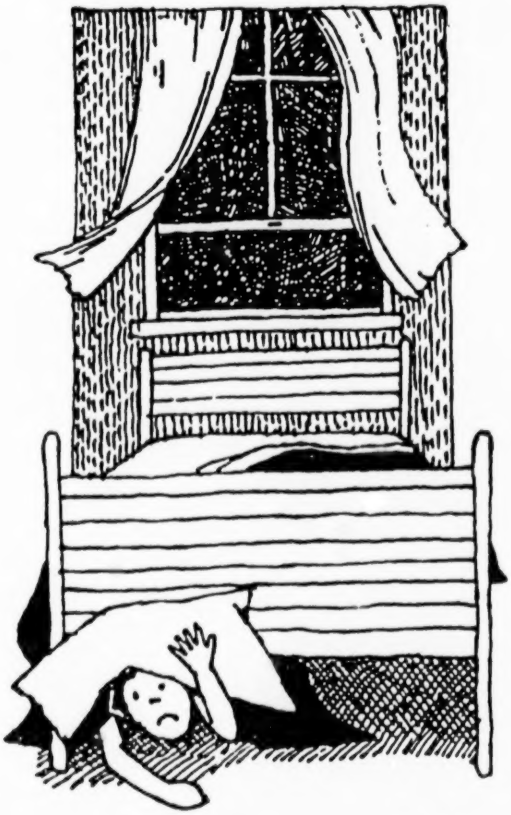
The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet. Mrs. Shallow informs me that this matter has been discussed with you on repeated occasions and that you have made no effort to improve. I refer to the booklet, Windsor Handbook of Good Grooming, which you no doubt received during the first week of your orientation.

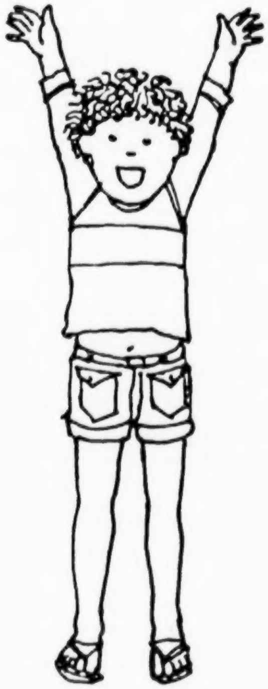
Kindly report to the personnel office on the 8th floor for your final check.

CHART: AGGRESSIVE, PASSIVE AND ASSERTIVE BEHAVIOR

	AGGRESSIVE	PASSIVE	ASSERTIVE
Characteristics	Emotionally honest, direct self-enhancing at the expense of another. Expressive. Chooses for others.	Emotionally dishonest, self-denying. Allows others to choose for them. Does not achieve desired goal.	Emotionally honest, direct, self-enhancing, expressive. Chooses for self. May achieve goal.
Your feelings	Righteous, superior, derogative at the time and possibly guilty later.	Hurt, anxious, possibly angry later.	Confident, self-respecting.
The other person's feelings toward you.	Angry, resentful.	Irritated, pity, lack of respect.	Generally respectful.
The other person's feelings about themself.	Hurt, embarrassed.	Guilty or superior.	Valued, respected.







ASSERTIVENESS INVENTORY

Degree of Discomfort		Situation	Response Probability
	1.	Refusing a request to borrow something you value (homework, clothing, money, etc.)	
	2.	Complimenting a friend.	
	3.	Asking a favor.	
	4.	Resisting sales pressure.	
	5.	Apologizing when you've made a mistake.	
	6.	Turning down a date.	
	7.	Telling a person who is very close to you that something she/he says or does bothers you.	
	8.	Asking for a date with a person.	
	9.	Admitting you don't understand what is being discussed and asking for further explanation.	
	10.	Disagreeing with the opinion of a friend.	
	11.	Applying for a job.	
	12.	Resisting pressure to drink or smoke when you are not interested.	
	13.	Talking with a person about his/her criticism of your behavior/work/etc.	
	14.	Asking for the return of borrowed items.	
	15.	Requesting expected service in a store/restaurant/school when it is not forthcoming.	
	16.	Returning bad merchandise to a store.	
	17.	Resisting sexual overtures when you are not interested.	
	18.	Telling someone good news about yourself.	
	19.	Receiving compliments.	
	20.	Admitting that you are afraid and asking for acceptance.	

Where the Jobs Are. . . and Will Be Through the Year 2000

Fastest Growing Jobs

Occupation	Number of new jobs	Percent change
paralegal	64,000	104
medical assistant	119,000	90
physical therapist	53,000	87
physical therapy aide	29,000	82
data process equipment repair	56,000	81
home health aide	111,000	80
systems analyst	251,000	76
medical records technician	30,000	75
employment interviewer	54,000	71
computer programmer	335,000	70

Biggest Growth in Total Number of Workers

Occupation	Number of new jobs	Percent change
retail sales	1,200,000	33
waiter/waitress	752,000	44
nursing	612,000	44
janitor	604,000	23
general manager	582,000	24
cashier	575,000	26
truck driver	525,000	24
office clerk	426,000	20
food counter worker	449,000	30
nursing aide	433,000	35

Source: *Bureau of Labor Statistics.*

CAREER SHARE

A program in which local workers share their career experiences with students of this school district.

Dear employer,

We would greatly appreciate your participation in Career Share by completing the survey below and returning it to the address listed. Thank you for your support. Please call with questions.

____

(Business name) (Business address)

____

(Business phone) (Your name)

____

(Briefly describe what you do in your job)

1. Would you be able to come to the high school for part or all of a day and talk about what you do? ____ (Yes) ____ (No)

2. Would you be able to host short tours? ____ (Yes) ____ (No)
   If yes, please answer the following:
   How many students can you accommodate in one group?

   What time of day is best for you?

   About how long would it take to tour your business?

   Any special instructions (such as wear old clothes)?

3. Would you be able to adopt a "shadow," a student who would spend half a day or more observing you 1-on-1? ____ (Yes) ____ (No)
   If yes, please answer the following:
   What length of time would be best for you (half a day, a full day, two days, three days)?

   What time of year and day of the week would be best for you?

   Any special instructions?

P.S. We have lots of students looking for part-time work. If you need student labor, call us at the number listed above. Thanks!

PERSONALITY CHECKLIST
(accentuate the positive)

GENERAL APPEARANCE	No	Sometimes	Yes
1. I am happy with my looks.	____	____	____
2. I am happy with my figure or physique.	____	____	____
3. I am happy with my height.	____	____	____
4. I look all right in my clothes.	____	____	____
5. I am neat in appearance.	____	____	____
EMOTIONAL CHARACTERISTICS			
1. I "act up" when things do not go my way.	____	____	____
2. I easily feel "down".	____	____	____
3. I get sulky or angry when I lose a game.	____	____	____
4. I easily have pity for myself.	____	____	____
5. I cry or get angry over small things.	____	____	____
6. I swear at others or call them names.	____	____	____
MANNERS			
1. I am courteous to others.	____	____	____
2. I am considerate of the feelings of other people.	____	____	____
3. I am courteous to members of my family.	____	____	____
4. I listen when others are talking and do not interrupt.	____	____	____
PARENTAL RELATIONSHIPS			
1. I talk with my parents.	____	____	____
2. I listen when my parents talk.	____	____	____
3. My parents listen to my point of view.	____	____	____
GENERAL STYLE OF BEHAVIOR			
1. I am shy.	____	____	____
2. I have a need to seek attention by others.	____	____	____
3. I am the "bossy" type.	____	____	____
4. I let others push me around.	____	____	____
5. I daydream when I am supposed to be paying attention.	____	____	____
6. I am a "show-off".	____	____	____
7. I make excuses for my mistakes.	____	____	____
8. I enjoy teasing and upsetting others.	____	____	____
CHARACTER TRAITS			
1. I am reliable when I make promises.	____	____	____
2. I am honest.	____	____	____
3. I respect the opinions and beliefs of others.	____	____	____
4. I respect the property of others.	____	____	____
5. I take the initiative to make new friends.	____	____	____

MY FANTASY FUTURE

Name: ______________________________ Date: ____________

Fill in the spaces to help you remember your fantasy day.

1. What time do you get up in the morning? ______________________
2. What kind of clothing do you put on? ______________________
3. Are you married? __________ Number of children? __________
4. What do you have for breakfast? ______________________
5. Where do you live?

   ____ House ____ Apartment

   ____ Condominium ____ Other

   ____ City ____ Suburbs

   ____ Country ____ Other

   Briefly describe your fantasy home. ______________________

   ____
6. What time do you begin work? ______________________
7. How do you get to work? ______________

   If in a car, what kind? ______________
8. Where do you work? ______________________
9. What is your job? ______________________
10. What do you enjoy about your job? ______________________
11. What do you enjoy most about your day? ______________________
12. Where do you have lunch? ______________________

    What did you have? ______________________
13. How much is your monthly paycheck? ______________________
14. What do you have for dinner? ______________________

    Do you eat out or at home? ______________________
15. What do you do on Friday night? ______________________
16. What do you do on Saturday? ______________________
17. What do you do for leisure, fun and exercise? ______________

    ____

CAREER TRAINING

AGRIBUSINESS - NATURAL RESOURCES

4 YEAR COLLEGE

Agricultural Economist*
Agricultural Engineer*
Agricultural Extension Agent*
Agricultural Scientist*
Agronomist*
Cooperative Extension Service Worker
Farm Manager
Fish and Wildlife Specialist
Forester
Horticulturist (Agri. Scientist)
Horticulturist (Ornamental)
Landscape Architect
Mining Engineer
Naturalist
Oceanographer
Petroleum Engineer
Range Manager
Soil Conservationist-Forester
Soil Conservationist-Range Manager

COMMUNITY COLLEGE

Cooperative Extension Service Worker
Farm Implement Repairer
Farm Manager
Floriculturalist
Forestry Technician
Fruit Producer
Groundskeeper
Landscape and Nursery Manager
Livestock Farmer
Ornamental Horticulturist
Park Ranger
Turf Manger

PRIVATE VOCATIONAL

Blacksmith
Landscape
Ornamental Horticulturist (fancy plants)

SKILLS CENTER

Farm Implement Repairer
Farm Manager
Farm Worker
Floral Arranger
Greenhouse Worker

O.J.T.

Farm Manager
Farm Owner-Operator
Farm Worker
Fish and Game Warden
Florist
Forester Aide
Forestry Technician
Gardener
Greenhouse Worker
Groundskeeper
Landscape Gardener
Landscape Laborer
Logger
Miner
Oil and Gas Drilling Production Worker
Park and Groundskeeper
Tree Surgeon

COMMUNICATIONS AND MEDIA

4 YEAR COLLEGE

Advertising Agent
Advertising Copywriter
Architect
Art Director
Commercial Artist
Copywriter
Editor
Industrial Designer
Illustrator
Interior Designer
Journalist
Landscape Architect
Lithographer
Medical and Biological Illustrator
Photo Engraver
Photographer
Radio & TV Announcer
Reporter
Technical Writer

COMMUNITY COLLEGE

Architectural Drafting
Bindery Worker
Commercial Artist
Compositor Typesetter
Drafter
Industrial Designer
Photo Engraver
Photographer
Photographic Machine Operator
Photo Process Worker
Printing Press Operator
Sign Painter
Technical Illustrator
Technical Writer

PRIVATE VOCATIONAL

Advertising Agent
Airbrush Painter
Architectural Drafter
Commercial Artist
Drafter
Industrial Designer
Interior Designer
Painter
Photographer
Technical Illustrator

SKILLS CENTER

Art Specialist
Compositor and Typesetter
Disc Joc
Duplicator Operator
Industrial Photographer
Keyline Artist
Layout Artist
Paste-Up Artist
Photo Journalist
Photo Journalist
Photo Process Worker
Printing Press Operator Assistant
Radio Producer
Sign Painter
Studio/Family Photographer
Television Producer

O.J.T.

Book Bindery Worker
Commercial Art Assistant
Compositor and Typesetter
Copyreader and Proofreader
Photographic Assistant
Photo Process Worker
Sign Painter Assistant

CONSTRUCTION

4 YEAR COLLEGE

Builder-Building Contractor
Building Construction Manager
Building Trades Instructor
Civil Engineer

COMMUNITY COLLEGE

Brick Layer
Builder-Building Contractor
Building Maintenance Worker
Cabinet Maker
Carpenter
Painter
Paper Hanger
Pipefitter
Plasterer
Plumber
Tool Room Clerk

PRIVATE VOCATIONAL

Brick Layer
Brick Mason
Builder
Cabinet Maker
Carpenter
Cement Mason
Construction Estimator
Crane, Derrick & Hoist Operator
Electrician
Heavy Equipment Operator
Painter
Pipefitter
Plasterer
Plumber
Roofer
Tile Setter
Upholsterer

SKILLS CENTER

Construction Laborer
Mason's Helper
Rough Carpenter
Trim Carpenter Assistant

O.J.T.

Brick Mason
Carpenter
Cement Finisher
Construction Laborer
Drywall Installer
Floor Layer
Furniture and Wood Finisher
Glazier
Heavy Equipment Operator
Mason's Assistant
Mobile Home Install & Repair
Painter
Paper Hanger Assistant
Plastering Assistant
Plumbing Assistant
Roofer
Rough Carpenter
Sawyer
Tile Setter
Upholsterer

MARKET AND DISTRIBUTIVE EDUCATION

4 YEAR COLLEGE

Account Executive
Advertising Agent
Advertising Copywriter
Automobile Sales Person
Buyer
Claims Adjuster
Claims Examiner
Cook/Chef
Distributive Education Teacher
Food Technologist
Home Economist
Hotel Manager
Industrial Sales Person
Industrial Traffic Manager
Insurance Adjuster
Insurance Agent
Inspector
Lobbiest
Manufacturers Representative
Market Research Analyst
Merchandise Displayer
Public Relations Specialist
Purchasing Agent
Real Estate Agent
Real Estate Appraiser
Restaurant/Food Service Manager
Retail Sales Manager
Stockbroker
Travel Agent
Underwriter
Wholesale Sales Manager
Wholesale Sales Representative

COMMUNITY COLLEGE

Assistant Buyer
Automobile Sales Person
Building Manager
Cashier
Cook
Department Manager
Flight Attendant
Food and Beverage Manager
Hotel Manager
Industrial Traffic Manager
Insurance Adjuster
Insurance Agent
Merchandise Displayer
Real Estate Agent
Real Estate Broker
Restaurant Management
Retail Store Manager
Sales Clerk
Sales Manager
Stock Clerk
Ticket Agent
Travel Agent
Wholesale Sales Representative

PRIVATE VOCATIONAL

Auctioneer
Baker
Bartender
Cook/Chef
Dispensing Optician
Fashion Merchandising
Flight Attendant
Hotel-Motel Manager
Insurance Agent
Meat Cutter
Model
Real Estate Agent
Real Estate Appraiser
Sales Person
Stock Broker
Travel Agent

BUSINESS AND OFFICE

4 YEAR COLLEGE

Accountant
Actuary
Administrative Assistant
Archivist and Curator
Assessor
Auditor
Business Education Teacher
Business Manager
Claim Adjuster
Clerical Supervisor
Computer Operator
Computer Programmer
Computer Systems Analyst
Controller
Court Reporter
C.P.A.-Certified Public Accountant
Economist
Executive Secretary
Financial Institution Manager
Health Administrator
Lawyer
Loan Office
Medical Records Administrator
Nursing Home Administrator
Personnel Manager
Program Analyst
Public Accountant
Public Administrator
Statistician
Underwriter

COMMUNITY COLLEGE

Accounting Clerk
Administrative Assistant
Bank Teller
Bill and Account Collector
Billing Clerk
Bookkeeping and Billing Machine Operator
Computer Operator
Computer Programmer
Court Reporter
Data Entry Person
Dental Assistant
Executive Secretary
Insurance Adjuster
Keypunch Operator
Legal Secretary
Loan Officer
Management Trainee
Medical Records Technician
Medical Secretary
Para Legal Assistant
Payroll Clerk
Secretary
Statistical Clerk
Stenographer
Typist
Word Processor

PRIVATE VOCATIONAL

Accounting Clerk
Administrative Assistant
Bookkeeper
Clerk Typist
Computer Programming
Court Reporter
Data Entry Person
Executive Secretary
General Clerk
Key Punch Operator
Legal Secretary
Medical Secretary
Receptionist
Secretary
Typist
Word Processor

Market And Distributive Education (cont.)

SKILLS CENTER

- Bagger and Carry Out Person
- Baker Assistant
- Cashier
- Cook
- Counter Person
- Dishwasher
- Host/Hostess
- Inventory Control Person
- Kitchen Helper
- Merchandise Displayer
- Purchasing Agent
- Retail Sales Agent
- Retail Sales Clerk
- Shipping and Receiving Clerk
- Stock Clerk
- Stock Handler
- Waiter/Waitress

O.J.T.

- Bagger
- Baker Assistant
- Bartender
- Cashier-Checker
- Cook Assistant
- Counter Clerk
- Dishwasher
- Dispensing Optician
- Door-to-Door Sales Person
- Food Counter Worker
- Food Preparation Worker
- Freight and Material Handler
- Host/Hostess
- Hotel Clerk
- Inventory Clerk
- Kitchen Helper
- Longshore Worker/Stevedore
- Meat Cutter
- Meat Wrapper
- Merchandise Displayer
- Model
- Packer and Wrapper
- Parts Counter Worker
- Retail Sales Agent
- Retail Sales Clerk
- Service Station Attendant
- Shipping and Receiving Clerk
- Short Order Cook
- Stock Clerk
- Stock Handler
- Survey Worker
- Telephone Sales Person
- Ticket Agent
- Waitress/Waiter
- Waitress/Waiter Assistant
- Weigher

Business and Office (cont.)

SKILLS CENTER

Accounting Clerk
Bank Teller
Billing Clerk
Bookkeeper
Clerk-Typist
Computer Operator
Computer Programmer
Data Entry Person
File Clerk
General Office Clerk
Mail Clerk
Medical Secretary
Payroll Accounting Clerk
Receptionist
Secretary
Word Processor

O.J.T.

Bank Teller
Bill and Account Collector
Billing Clerk
Clerk-Typist
 (with typing skills-45 w.p.m.)
Copy Readers Proofreader
Duplicating Machine Operator
File Clerk
General Clerk
Mail Clerk
Office Machine Operator
Postal CLerk
Receptionist
Stock Person
Switchboard Operator
Telephone Operator

FINE ARTS AND HUMANITIES

4 YEAR COLLEGE

Actor/Actress
Athlete
Author
Dancer
Historian
Musician
Painter
Philosopher
Photographer
Sculptor
Sports Professional
Theologist

COMMUNITY COLLEGE

Actor/Actress
Dancer
Musician
Painter
Photographer
Sculptor

PRIVATE VOCATIONAL

Dancer
Musician
Painter
Photographer
Sculptor

O.J.T.

Actor/Actress
Dancer
Musician
Painter
Photographer
Sculptor
Sports Professional
Vocalist
Writer

HEALTH

MORE THAN 4 YEARS OF COLLEGE

Dentist
Health Administrator
Nurse Practitioner
Nursing Supervisor
Optometrist
Osteopathic Physician
Physician
Psychiatrist
Veterinarian

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4 YEAR COLLEGE

Chiropractor
Dental Hygienist
Dietician
Health Administrator
Medical Records Personnel
Medical Technologist
Nuclear Medical Technician
Nurse Anesthetist
Nurse Practitioner
Nursing Home Administrator
Nursing Instructor
Occupational Therapist
Pharmacist
Physical Therapist
Physicians Assistant
Registered Nurse
Respiratory Therapist
Speech Pathologist
Tissue Technologist
Ultrasound Technologist
X-ray Technologist

COMMUNITY COLLEGE

Cardiovascular Technologist (heart)
Dental Assistant
Dental Hygienist
Dental Laboratory Technician
Dietetic Technician (food and diet)
Emergency Medical Technician
Licensed Practical Nurse
Medical Assistant
Medical Laboratory Technician
Medical Records Technician
Medical Ward Clerk
Nuclear Medical Technician
Nuclear Medical Technologist
Nurse Aide
Nurse Aide
Nurse Assistant
Occupational Therapy Assistant
Operating Room Technician
Optical Laboratory
Optician (eyes)
Optometric Technician (eyes and glasses)
Pharmacy Technician
Physical Therapist Assistant
Radiologic Technician
Registered Nurse
Respiratory Therapist
Respiratory Therapy
Surgical Technician

PRIVATE VOCATIONAL

Medical Assistant
Medical Laboratory Technology
Medical Record Technician
Nurse Aide
Occupational Therapy Assistant
Operating Room Technician
Optometric Assistant
Physical Therapy Assistant
Practical Nurse
Radiologic Technician
Registered Nurse

Health (cont.)

SKILLS CENTER

Dietary Aide
Industrial Lab Assistant
Medical Lab Assistant
Nurse Aide
Orderly
Physical Therapy Aide

O.J.T.

Dental Assistant
Dietary Aide
Electrocardiograph Technician
Electroencephalograph Technician
Home Health Aide
Industrial Lab Assistant
Nurse Aide
Occupational Therapy Aide
Optometric Assistant (eyes)
Physical Therapy Aide
Ward Clerk

SCIENCE AND TECHNOLOGY

4 YEAR COLLEGE

Aeronautical and Astronaut Engineer
Agricultural Engineer
Agricultural Scientist
Anthropologist
Archeologist
Astronomer
Bacteriologist
Biochemist
Biological Scientist
Biologist
Bio-Medical Engineer
Botanist
Broadcast Engineer
Cartographer
Ceramic Engineer
Chemical Engineer
Chemist
Civil Engineer
Computer Service Technician
Computer Technologist
Ecologist
Electrical Engineer
Entymologist
Environmental Engineer
Experimental Psychologist
Field Engineering Technologist
Geographer
Geologist
Geophysicist
Herpetologist
High Frequency Technologist
Icthyologist
Industrial Designer
Industrial Engineer
Industrial Hygienist
Inspector
Mathematician
Mechanical Engineer
Meteorologist
Microbiologist
Microwave Technologist
Nuclear Engineer
Nuclear Quality Control Inspector
Oceanographer
Pathologist
Pharmacist
Physicist
Physiologist
Product Development Technologist
Quality Assurance Supervisor
Research Engineering Technologist
Robotics Technician
Sales Engineer
Senior Technical Aide
Surveyor
Urban and Regional Planner
Water Treatment Plant Chemist
Zoologist

Science and Technology (cont.)

COMMUNITY COLLEGE

Air Conditioning and Heating Technician
Aircraft Instrumentation Technician
Air-Traffic Controller
Alarm System Installer and Repairer
Bio-Medical Equipment Technician
Bowling Pin Machine Operator
Broadcast Technician
Building Maintenance Worker
Calibration Technician
Chemical Technician
Climate Control Mechanic
Clinical Lab Worker
Computer Technician
Electrical Technician
Electric Sign Installer Repairer
Electronics Components Reliability Technician
Electronics Technician
Household Appliance Installer and Repairer
Industrial Engineering Technician
Instrument Repairer
Jeweler-Watchmaker
Laser Technician
Mechanical Engineering Technician
Metallurgic Technician
Missile Instrumentation Technician
Office Machine Repairer
Power Station Operator
Radio & TV Installer & Repairer
Radio Operator
Refrigeration Technician
Surveyor Helper
Technical Writer
Telephone Installer & Repairer
Utility Line Person
Vending Machine Mechanic
Water Treatment Plant Operator

PRIVATE VOCATIONAL

Architectural Engineering Technician
Communications Technician
Computer Technician
Electronics Systems Technician
Production Test Technician
Radio Broadcast Technician
Television-Radio Service Person

SKILLS CENTER

Air Conditioning
Appliance Installer
Audio Service Repairer
Cooking Equipment Repairer
Electrical and Electronic Technical Assistant
Heating Technician
Household Appliance Installer and Repairer
Laundry Equipment Repairer
Radio Service Repairer
Refrigeration Repairer
Television Service Repairer

SERVICE

4 YEAR COLLEGE

Activities Therapist (art, music, recreational)
Administrative Law Examiner
City Manager
Clergy
College Administrator
College Instructor
Construction Inspector
Cooperative Extension Service Worker
Court Administrator
Detective/Investigator
Dietician (health)
Director Child Care Center
Elementary Teacher
Employment Counselor
F.B.I. Agent
Foreign Service Worker
Polygraphic Examiner
Funeral Director
Halfway House Manager
Home Economist
Inspector
Interpreter
Journalist
Judge
Lawyer
Librarian
Marriage Counselor
Mortician
Parole Officer
Personnel Worker
Placement Specialist
Police
Political Scientist
Politician
Private Investigator
Probation Officer
Protective Service (child abuse)
Psychologist
Recreation Worker
School Administrator
School Counselor
Secondary Teacher
Social Worker
Sociologist
Special Education Teacher
Speech and Language Pathologist and Audiologist
Substance Abuse Counselor
Vocational Education Teacher
Vocational Rehabilitation Counselor

COMMUNITY COLLEGE

Child Care Aide
Clergy
Corrections Officer
Custodian
Dietetic Assistant
Fire Fighter
Home & Building Interior Cleaner
Law Enforcement Officer
Legal Assistant
Library Assistant
Postmaster & Mail Supervisor
Psychiatric Aide & Technician
Recreation Worker
Religious Worker
Security Guard
Sherriff and Bailiff
Social Service Aide
Teacher Aide

PRIVATE VOCATIONAL

Barber
Blacksmith
Cosmetologist
Cosmetology Instructor
Custodian
Dog Groomer
Service (cont.)
Electrologist
Floral Designer
Manicurist
Masseur
Security Guard
Tailor/Dressmaker

Service (cont.)

SKILLS CENTER

- Beautician
- Child Care Aide
- Cosmetologist
- Family Day Care Home Operator
- Group Day Care Home Operator
- Hair Stylist
- Infant-Toddler Aide
- Manicurist
- Playground Aide
- Teachers Aide

O.J.T.

- Animal Caretaker
- Bellhop and Baggage Porter
- Carpet Cleaner
- Child Care Aide
- Clothing Presser
- Cobbler (shoe repair)
- Crossing Guard
- Custodian
- Custom Clothing Maker
- Dispatcher
- Equipment and Vehicle Cleaner
- Executive Housekeeper
- Fire Fighter
- Guard
- House & Building Interior Cleaner
- Infant-Toddler Aide
- Laundry and Dry Cleaning Worker
- Licensed Day Care Aide
- Mail Carrier
- Mail Clerk
- Make-up Artist
- Masseur
- Messenger
- Meter Reader
- Parking Lot Attendant
- Pest Controller
- Police
- Postal Clerk
- Refuse Collector
- Religious Worker
- Shoe Repairer
- Tailor
- Teacher Aide
- Upholsterer
- Usher
- Window Cleaner Person

MANUFACTURING

4 YEAR COLLEGE

- Industrial Designer
- Industrial Engineer
- Inspector
- Machinist
- Mechanical Engineer
- Metallurgical Engineer
- Numerical Control Tool Programmer
- Paper Engineer
- Production Coordinator
- Welder

Manufacturing (cont.)

COMMUNITY COLLEGE

Arc Welder
Blacksmith
Boiler Maker
Book Binder
Combination Welder
Heat Treater
Industrial Machine Repairer
Lathe Operator
Machinist
Manufacturing Inspector
Manufacturing Painter
Metallurgical Technician
Milling Machine Operator
Millwright
Mold Maker and Core Maker
Numerical Control Machine Operator
Pattern Maker and Model Maker
Pipe Fitter
Plastics Products Mfg. Worker
Reinforcing Iron Worker
Sheet Metal Worker
Stationary Engineer
Structural Iron Worker
Tool and Die Maker
Upholsterer
Welder

PRIVATE VOCATIONAL

Elevator Constructor
High Pressure Arc Welder
Industrial Sewing Machine Operator
Lathe Operator
Lather
Locksmith
Mechanical Instrument Technician
Pipe Fitter
Tool and Die Maker
Upholsterer
Welder

SKILLS CENTER

Grinding Operator
Inspector
Lathe Operator
Machinist
Milling Machine Operator
Plastics Products Mfg. Worker
Welder

O.J.T.

Assembly Line Worker
Blacksmith
Boiler Maker
Book Binder
Boring Machine and Drill Press Operator
Bottling and Canning Machine Operator
Calendar Operator
Cement Manufacturing Worker
Earth Driller
Estimator
Forge and Hammer Operator
Furnace Operator
Furnace Tenders
Grain and Feed Miller
Grinding Machine Operator
Heat Treater
Industrial Sandblaster
Industrial Sewing Machine Operator
Lathe Operator
Locksmith
Machine Oiler
Manufacturing Painter
Metal Cutting Machine Operator
Mold Maker
Paper Manufacturing Machine Operator
Pipe Fitter
Plastics Products Mfg. Worker
Polisher and Buffer
Punch & Stamping Press Operator
Riveter and Fastener
Sheet Metal Worker
Tailor
Tire Repairer

TRANSPORTATION

4 YEAR COLLEGE

- Aircraft Mechanic
- Aircraft Pilot
- Auto Mechanic Master
- Automotive Engineer
- Automotive Instructor
- Auto Service Advisor
- Diesel Mechanic
- Drivers Education Instructor
- Flight Engineer
- Heavy Equipment Mechanic
- Service Manager

COMMUNITY COLLEGE

- Auto Body Painter
- Auto Body Repairer
- Auto Mechanic
- Auto Parts Clerk
- Auto Service Advisor
- Collision Estimator
- Diesel Mechanic
- Fluid-Power Mechanic
- Front End Mechanic
- Heavy Equipment
- Railway Equipment Repairer
- Service Station Manager
- Small Engine/Motorcycle Mechanic
- Truck Mechanic
- Tune-up Mechanic

PRIVATE VOCATIONAL

- Air Conditioning Mechanic
- Airplane Pilot-Licensed
- Auto Body Repairer
- Auto Mechanic Specialist/Auto Technician
- Auto Parts Counter Person
- Diesel Mechanic
- Heavy Equipment
- Industrial Truck Operator
- Motorcycle Mechanic
- Small Engine Mechanic
- Transmission Mechanic
- Truck and Bus Mechanic
- Truck Driver
- Tune-up Mechanic

SKILLS CENTER

- Auto Body Painter
- Auto Body Repairer
- Auto Mechanic
- Auto Parts Service Clerk
- Tractor Mechanic
- Tune-up Mechanic

O.J.T.

- Auto Body Worker
- Automobile Mechanic Helper
- Auto Parts Service Clerk
- Bus Driver
- Delivery/Route Driver
- Garbage Collector Driver
- Glazier
- Industrial Truck Operator
- Locomotive Engineer
- Merchant Marine Officer
- Railroad Brakes Operator and Coupler
- Railroad Conductor
- Sailor and Deckhand
- Service Station Attendant
- Shipmate
- Taxi Driver
- Tow Truck Operator
- Truck Driver

115-N

Resume Tips

There are many ways to do resumes, but the example on the other side of this sheet seems to work best for our students. Resumes should be limited to one page, with references on a second page if absolutely necessary. Here are some tips on each section.

Your Name (Personal Identification) -- This section used to include age, sex, marital status, religion, height, weight, even a photograph. But all of those have been used by some employers to discriminate against workers. By volunteering the information, you are giving the employer a chance to discriminate against you. So keep your personal information to a minimum -- name, address, phone number.

Objective -- This can be adjusted for each job you apply for. You want to emphasize your goals which fit the open position. Having no objective is a good way to get your resume thrown away.

Education -- If you've been to any kind of schooling besides PAHS, include it. Make sure to list some classes at our school under Courses Taken. If you've got no school activities, leave that section out.

Experience -- Start with your most recent job, and work backwards. You can include volunteer work, too. Phone numbers and supervisor names give the employer a chance to call your former bosses and ask about your work.

Skills -- You can repeat skills here which are listed under Duties of jobs, but try to come up with a couple new ones. Try to avoid opinions, like "loyal" or "hard-working." Instead, list things you have done or can prove. If you can't come up with any, leave this section out.

Activities -- Your chance to tell about your life outside school and work. Employers like to see that you are somehow involved in your community. Emphasize the activities which relate to your career objective.

References -- These should be adults who are not relatives. Make sure to list address AND phone number. Some resume experts say to write "furnished upon request" under references. But if there are two equal resumes, and one has references, the employer most likely will call those references! With the other resume, the employer has to contact you first and ask you for a list. That extra step may cost you the job.

For more resume information, see Anton or Diana in the Career Center.

116-A

YOUR NAME

Your Street Address
City, State, Zip
Phone Number

OBJECTIVE

If you're looking for part-time work, then write two sentences: "My career objective is to be ... My immediate objective is to work part-time as ..." If you're looking for full-time work, then describe your specific goals -- what you want in this job.

EDUCATION

Port Angeles High School — To graduate, June 199X

Courses Taken: List here all vocational courses, electives and academic courses that are in any way related to your objective.

School Activities: List sports, clubs, student government, etc.

EXPERIENCE

Job Title
Starting Month/Year
Ending Month/Year

Employer Company Name
Employer Street Address
City, State, Zip
Phone Number
Supervisor: List name

Duties: Describe specific duties here, beginning with supervision and public contact, then listing other main duties.

SKILLS

List specific, provable skills here, such as:

Keyboarding (words per minute)
Cash Register
Other machines
Driver's License
CPR Card

ACTIVITIES

Here is the place to list hobbies and interests outside of school.

REFERENCES

An adult's name
Street Address
City, State, Zip
Phone number

An adult's name
Street Address
City, State, Zip
Phone number

An adult's name
Street Address
City, State, Zip
Phone number

116-B

RESUME WORKSHEET

PERSONAL INFO

Name

Phone Number

Address

City, State, Zip Code

OBJECTIVES

Career Objective (What do you want to do eventually for a career?)

Immediate Objective (What kind of job are you seeking now?)

EDUCATION

Name and Location of Present High School

Grad. Date/Yr.

Overall G.P.A.

Honors Earned

List the classes you have taken which relate to the type of job you want.

List all equipment and machines you can operate.

List any licenses or certificates held (ex. Driver's License).

EXPERIENCE

PAID

A.

Company Name/Employer

Complete Address

Your Job Title

Dates Employed

Supervisor's Name

Supervisor's Tel. #

Tasks or Duties Performed

116-C

B. ______________________ Company Name/Employer

______________________ Complete Address

______________________ Your Job Title

______________________ Dates Employed

______________________ Supervisor's Name

______________________ Supervisor's Tel. #

____

Tasks or Duties Performed

C. ______________________ Company Name/Employer

______________________ Complete Address

______________________ Your Job Title

______________________ Dates Employed

______________________ Supervisor's Name

______________________ Supervisor's Tel. #

____

Tasks or Duties Performed

OTHER (Other experience with working--teacher's aide, selling candy door to dor, helper at church, selling things you've made, etc.

____

____

ACTIVITIES

School clubs and organizations in which you participate.

____

____

Offices held and honors received in school (include dates).

____

____

Sports you participate in or enjoy, both in and out of school.

____

Out of school organizations and clubs in which you participate.

____

____

116-D

Offices held, honors received and special achievements outside of school (include dates).

Hobbies, spare-time activities, other interests.

SKILLS

Make a list of skills that you have that could be used in almost any job and tell how you gained that skill. Not just things like how fast you type, but general skills such as:

Skill	How I Learned It
Strong Sales Ability	Working at clothing store
Counseling Experience	Natural Helpers
Teamwork	Participating in Sports
Computer Knowledge	Class at high school

REFERENCES

1. Name — Complete Address

Phone Number — Relationship to You

2. Name — Complete Address

Phone Number — Relationship to You

3. Name — Complete Address

Phone Number — Relationship to You

MONEY FOR SCHOOL

Here are five ways to get money for ANY TYPE of school after high school:

1. Local Scholarships

Many school districts have local scholarship programs. In Port Angeles, Wash., almost 90 percent of seniors who complete a scholarship notebook get some kind of scholarship -- maybe $50, maybe $5,000 or more. Talk to your high school Guidance Office!

2. Financial Aid Form

This federal form should be mailed in January, listing estimated income for the student and parents during the previous year. It goes to a federal agency which determines how much the family is expected to contribute for the cost of the student's education. The rest may be covered by financial aid -- often loans which have to be paid back after finishing school.

3. Regional & National Scholarships

There are many scholarships available, though some are national contests and therefore difficult to win. These are listed in books, brochures and computer programs. Check with the Guidance Office or Career Center.

4. The School Itself

Almost all schools have their own financial aid programs and can lower tuition or help pay for school. That often is based on merit -- grades or a special skill (like sports, art, music, debate). Once you have decided where to apply, make sure to talk to the school about what programs they offer. There is more money available from the schools than from the government or private scholarships!

5. The Family

Very few students get a "free ride" -- all expenses paid. Almost all students and their families will have to come up with part of the cost of education. Start saving now!

117-A

FEDERAL PELL GRANTS

For undergraduates only

Grant—no repayment

Students must have **Expected Family Contribution (EFC)*** below a certain number to be eligible

Amount received depends—in part—on enrollment status and length of enrollment

Must apply no later than **MAY 1.**

Students paid directly or school account is credited

FEDERAL SEOG

For undergraduates only

Grant—no repayment

For students with exceptional financial need (those with the lowest **EFCs***)—priority given to Federal Pell Grant recipients

Maximum award: generally $4,000, depending—in part—on funds available at each school

Schools set deadlines for applying

Students paid directly or school account is credited

FEDERAL WORK-STUDY

For undergraduates and graduates—undergraduates can receive aid for more than one undergraduate degree

Provides jobs on- or off-campus

Amount earned can't exceed need—amount also depends on funds available at each school

Schools set deadlines for applying

Undergraduates paid by the hour; graduates paid by salary or by the hour—all students paid at least monthly

FEDERAL PERKINS LOANS

Interest rate: 5 percent

For undergraduates and graduates—undergraduates can receive aid for more than one undergraduate degree

For students with exceptional financial need—those with the lowest **EFCs***

Maximum award depends—in part—on year in school and funds available at each school

School makes the loan, and sets its own deadlines for applying

Students must sign a **promissory note,*** agreeing to repay

Under certain conditions, repayment may be deferred (postponed) or cancelled

FEDERAL STAFFORD LOANS

Interest rate: variable, but not higher than 9 percent; rate was 6.22 percent from July 1, 1993-June 30, 1994

For undergraduates and graduates enrolled at least **half-time***

Students can get a loan regardless of income, but federal government pays interest only on need-based loans

Maximum award depends on length of enrollment and year in school

Lender (bank, credit union) makes the loan; no deadline for applying, but students should apply as soon as possible

Students must sign a **promissory note,*** agreeing to repay

Under certain conditions, repayment may be deferred (postponed) or cancelled

FEDERAL PLUS LOANS

Interest rate: variable, but not higher than 10 percent; from July 1, 1993-June 30, 1994, rate was 6.64 percent for those who borrowed on or after October 1, 1992

Parents borrow for dependent children

Loans not based on income, but parents must undergo credit check

Maximum award is **cost of education*** minus other aid received

Lender (bank, credit union) makes the loan; parents should apply as soon as possible

Borrowers must sign a **promissory note,*** agreeing to repay

Under certain conditions, loan principal ***only*** may be deferred (postponed) or cancelled

117-B530

BEST COPY AVAILABLE

Telephone Numbers

You may sometimes need answers right away to questions about federal student aid matters. If so, you may call one of the numbers below at the **Federal Student Aid Information Center** between **9:00 a.m.** and **5:30 p.m.** (Eastern Time), Monday through Friday:

☎ **1 (800) 4-FED AID (1-800-433-3243)**—a **toll-free** number
The Information Center provides the following services:

✦ helping you answer questions when you're applying for aid
✦ checking on whether a school takes part in federal student aid programs, or if a school has a high default rate (see page 5)
✦ explaining student eligibility requirements
✦ explaining the process of determining financial aid awards
✦ mailing publications on federal student aid

☎ **1 (301) 722-9200**
You must call this number at the Information Center if you want to find out if your "Free Application for Federal Student Aid" (FAFSA) or your "Renewal Application" has been processed, or if you want a copy of your Student Aid Report (SAR). **Please note that you will have to pay for this call.** The Center cannot accept collect calls.

☎ **1 (800) 730-8913**
If you're hearing-impaired, you may call this **toll-free** TDD number at the Information Center for help with any federal student aid questions you may have.

If you have reason to suspect any fraud, waste, or abuse involving federal student aid funds, you may call the following **toll-free** number:

☎ **1 (800) MIS-USED (1-800-647-8733)**
This number is the hotline to the U.S. Department of Education's Inspector General's office. You may remain anonymous, if you wish.

Starting Your Own Business— A Quick Self-Assessment Checklist

Here are some questions to help you think through what you need to know and do. Under each question, check the answer that says what you feel, or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.

_____ If someone gets me started, I keep going all right.

_____ Easy does it. I do not put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about everybody.

_____ I have plenty of friends. I do not need anyone else.

_____ Most people irritate me.

Can you lead others?

_____ I can get most people to go along when I start something.

_____ I can give orders if someone tells me what we should do.

_____ I let someone else get things moving, then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.

_____ I will take over if I have to, but I would rather let someone else be responsible.

_____ There is always some eager beaver around wanting to show how smart he or she is. I say let him or her.

How good a worker are you?

_____ I can keep going as long as I need to. I do not mind working hard for something I want.

_____ I will work hard for awhile, but when I have had enough, that is it.

_____ I cannot see that hard work gets you anywhere.

Can you make decisions comfortably?

_____ I can make up my mind in a hurry if I have to. It usually turns out OK, too.

_____ I can make up my mind if I have plenty of time. If I have to make decisions quickly, I think later that it should have been decided another way.

_____ I do not like to be the one who has to decide things.

Can people trust what you say?

______ You bet they can. I do not say things I do not mean.

______ I try to be on the level most of the time, but sometimes I just say what is easiest.

______ Why bother if the other fellow does not know the difference?

Can you stick with it?

______ If I make up my mind to do something, I do not let anything stop me.

______ I usually finish what I start–if it goes well.

______ If things do not go right from the start, I quit. Why beat your brains out?

How good is your health?

______ I never run down.

______ I have enough energy for most of the things I want to do.

______ I run out of energy sooner, it seems, than most of my friends.

Now count the checks you have made. How many checks are there beside the first answer to each question? the second answer to each question? the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you are likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, not even a good business partner will be able to shore you up.

What Skills Will I Need as an Entrepreneur?

- ***Developing a business plan.*** This is a proposal that describes your business and serves as a guide to manage your business. Most often, the business plan is important if you need to borrow money or want people to invest in your business.
- ***Obtaining technical assistance.*** Getting help from experienced people and specialized agencies can given entrepreneurs added knowledge and skill to make decisions.
- ***Choosing the type of ownership.*** How a business is organized legally depends on how it is owned. If one person owns it, it is a *sole proprietorship*. If more than one share in owning-managing the business, it is a *partnership*. A *corporation* is chartered by the state and operates as a legal entity separate from its owners.
- ***Planning the market strategy.*** This is a business tool to help plan and coordinate all of the activities involved in the exchange of goods and services between producers and consumers.

118-B

- ***Locating the business.*** This is a very important decision that can "make" or "break" a new business. The small business owner must select the "right" site for the business.

- ***Financing the business.*** It may be necessary to know where to go to borrow the money needed to start your business and keep it going.

- ***Dealing with legal issues.*** The entrepreneur deals with a variety of legal questions. He or she needs to know when to seek advice and where to get this advice.

- ***Complying with government regulations.*** Government laws exist to protect everyone involved in business—the citizens who work for the business, consumers, business owners, and even the environment. Regulations concerning small business operation are made on the federal, state, county, and local levels.

- ***Managing the business.*** Good management is the key to success. Managers must plan the work of the business, organize people and resources for work, staff the business, direct employees, and control and evaluate work.

- ***Managing human resources.*** This involves working with people so they will be good employees. Human resource management involves planning, organizing, directing, and evaluating all the activities that directly involve employees and promote their productivity.

- ***Promoting the business.*** Informing consumers about the products and services of a business to help them make a good purchase decision is the purpose of promotion.

- ***Managing sales efforts.*** It is very important to use good selling principles to attract new customers as well as to continue to serve old customers. If a firm cannot sell its products or services, it will not make a profit and the business will fail.

- ***Keeping the business records.*** Keeping business records is a form of score keeping. Small business owners/managers can know the current score of their business with accurate and up-to-date records.

- ***Managing the finances.*** This is needed for a business to grow and earn profits. Financial management tasks include reading and analyzing financial statements and then using this information to determine the strengths and weaknesses of the firm. Financial statements give information needed to plan and take necessary corrective action.

- ***Managing customer credit and collection.*** Owners of small businesses often must extend credit to customers so that sales will not be lost. At the same time, they must avoid ending up with long overdue accounts that can tie up capital and increase collection costs. Customer credit is given to those people whose financial backgrounds have been checked for payment of obligations. Collections refers to the method or schedule used for payment.

- ***Protecting the business.*** It is necessary to identify the risks faced by entrepreneurs by business crime or property loss. In addition, precautions such as insurance should be taken so that a small firm can lessen its losses due to risks.

118-C

Where Do You Get Your Business Idea?

What comes to mind when you think about an idea? Is it a light bulb overhead? **Ideas can come from thinking there must be a better way.** Business ideas also may develop from the following:

- ***Service needed by others.*** You may have developed skills or have an interest in an activity that someone would gladly pay you to do for them. For example, many people feel it necessary to see a hairstylist. A student who loves dogs could take care of the pets of families that go on vacation.
- ***Entertainment.*** Providing entertainment as a clown at children's birthday parties could become a business. Someone who enjoys singing might put together an act for a popular restaurant. Or what about offering an entertaining cooking class that people attend to have fun and learn?
- ***Marketing the products of others.*** Students who always enjoyed selling magazines or Girl Scout cookies might consider a business in which they promote and sell someone else's products or services. An individual could market Black & Decker tools or gourmet cooking equipment as an entrepreneurial enterprise.
- ***Repair services.*** Many people need the services of an electrician or auto repair person after all the shops and offices are closed. An enterprising person may choose to start a business that operates during off-hours. An entrepreneur might develop a pickup and delivery service for customers who need something repaired, but have difficulty getting to a repair shop except during "regular" business hours.
- ***New inventions.*** A student tired of using a certain shop tool because it is slow may invent a new tool that is more effective and quicker to use. A business could develop from that idea. An entrepreneur may take everyday articles such as scissors, knives, and even a wrench and convert them for use by left-handed people. Marketing products to this population could become a business.
- ***Extension of hobbies.*** A home economics student who has a hobby of buying silk scraps and making men's and women's ties and scarves may find there is a huge demand for such products. A food-services student who always seems to be a short-order cook at home may decide to develop a business out of this hobby.
- ***Interests.*** An agriculture student who has an interest in plants and reads all he or she can about plant diseases may start a business as a plant doctor. In addition, an aerobics exercise enthusiast may choose to start aerobics exercise classes for other people interested in getting in shape.
- ***Product improvement.*** An agriculture student who loves birds may discover that the usual manufactured birdseed does not attract as large a variety of birds as does the feed he or she mixes. Perhaps a gourmet feed business will be born. Who knows?
- ***New technologies.*** A business education student who develops skill in computer uses may decide to open a word-processing service or develop computer software with a computer at home.

118-0

JUNE OF MY SENIOR YEAR

In June of your senior year, where will you be? What will you be doing? Answer these questions:

Will you be living at home? __________

Do you want to still be living there? __________

If you didn't live at home, where would you live? ______________

____

Do you plan to have a job (full or part-time)? ________________

Where? ____

Doing what? ____

What job contacts have you made? ______________________________

____

What training do you have for this job? _______________________

____

What experience do you have for this job? _____________________

____

Do you plan to be accepted by a school or training program (full or part-time)? _______________

What kind of training do you plan to get? _____________________

____

What programs or schools have you looked at? __________________

____

Which one is your first choice? _______________________________

What classes are you taking IN HIGH SCHOOL to prepare you for this training? ____

____

How long will this training take? _____________________________

What do you plan to do after completing this training? ________

____

SENIOR EXIT SURVEY

______________________________ (name)   ______________ (date)

*** * * COMPLETE 1 OR 2 ONLY IF YOUR PLANS ARE DEFINITE! * * ***

1. **TRAINING:** I already have been accepted and definitely plan to attend

______________________ (name of school) in ______________________ (location of school).

My major or program of study will be ______________________.

Other Schools I Applied To:	Accepted

2. **WORK:** I have been offered a full-time job and will work for

______________________ (name of employer) in ______________________ (location of employer).

My job title will be ______________________.

*** * * COMPLETE 3 OR 4 ONLY IF YOUR PLANS ARE NOT DEFINITE! * * ***

3. **TRAINING** PROGRAM	ACCEPTED	APPLIED	PLAN TO APPLY

4. **WORK:** I hope to work for

______________________ (name of employer) in ______________________ (location of employer).

My job title would be ______________________.

EVERYBODY FILL OUT 5 AND 6

5. The one class or program I wish this school would add is:

______________________.

6. This would be a better school if:

____

______________________.

PRE-RETIREMENT PLANNING

121-A

Estimated Personal and/or Family Income Totals

Income item	Expected Monthly	Expected Annually
Wages, salaries, fees, commissions	$	$
Deferred compensation; residual income		
Social security benefit income		
Amount husband will receive		
Amount wife will receive		
Company pension payments		
Amount husband will receive		
Amount wife will receive		
Annuities		
Veterans benefit payments		
Company profit-sharing payments		
Dividends from stock, other investing		
Interest from savings, other sources		
Government, corporate, other bond income		
Interest from mortgages, loans held		
Rents and royalties, other fees		
Profits from sale of real estate, stocks, bonds, other investments		
New income, from new job or hobby activities		
Continuing salary, fees, deferred income from your own business		
Any other income		
Any expected new income		
TOTALS	$	$

What You Owe — **Costs of These Obligations**

Liabilities:	Total You Owe:	Costs Monthly:	Costs Annual:
Current bills	$	$	$
Installment loans			
Contributions, Committed and ongoing			
Mortgage on home			
Mortgage on investment property			
Repayment of loans due on life insurance			
Automobile loans due			
Furniture and appliance loans due			
Personal loans due			
Hospital, doctor, Balances due			
Support payments and expected obligations			
Other payments due			
Balances owing on stocks and bonds			
Payments due on life insurance purchases			

TOTAL LIABILITIES (what you owe)

$ ____

TOTAL COSTS OF THESE LIABILITIES

$ ____ $ ____

What You Own	**Income These Assets Produce**		
Assets:	**Asset Worth:**	**Income Monthly:**	**Income Annually:**
Cash on hand	$ ______	$ ______	$ ______
Checking accounts	______	______	______
Savings accounts	______	______	______
Government bonds, Accrued value	______	______	______
Common stocks, Market value	______	______	______
Preferred stocks, Market value	______	______	______
Other bonds, Market value	______	______	______
Annuities, Face value	______	______	______
Life insurance, Cash value	______	______	______
Real estate, Your home	______	______	______
Other real estate, Appraised value	______	______	______
Automobiles, Market value	______	______	______
Personal property, Household and other	______	______	______
Collections, Antiques and other	______	______	______
Notes, Mortgages held	______	______	______
Pensions, Corpus and income	______	______	______
Retirement trust funds and profit-sharing	______	______	______
Stock options, Any deferred income	______	______	______
Dividends and interest, Other than above	______	______	______
Social security, Corpus and income	______	______	______
Government disability payments expected	______	______	______
Rents, royalties, and any other income	______	______	______
TOTAL ASSETS (what you own)	$ ______		
TOTAL INCOME (what you expect to receive)		$ ______	$ ______

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Expenditures	**Monthly Average**	**Annual Average**
SHELTER		
Rent	$ ______	$ ______
Mortgage payments	______	______
Real estate taxes	______	______
Insurance	______	______
TOTAL		
HOUSEHOLD MAINTENANCE		
Repairs, house and grounds improvement	$ ______	$ ______
Utilities: water, gas, electricity, etc	______	______
Fuel	______	______
Telephone	______	______
Waste disposal	______	______
Services: cleaning persons, cook, gardeners, etc	______	______
Other	______	______
TOTAL		
HOME PURCHASES		
Furniture and fixtures	$ ______	$ ______
Floor coverings	______	______
Cleaning and laundry equipment and supplies	______	______
Linens, draperies, shades, etc.	______	______
Kitchen equipment	______	______
Garden equipment, plants, seeds, fertilizers, and patio things	______	______
Other	______	______
TOTAL		
FOOD		
Food at home	$ ______	$ ______
Food away from home	______	______
Liquor and food for entertaining	______	______
TOTAL		

Expenditures	**Monthly Average**	**Annual Average**
CLOTHING		
New clothing for all household members	$ ______	$ ______
Laundry, if not done at home	______	______
Dry cleaning	______	______
Shoe repair	______	______
Other	______	______
TOTAL		
PERSONAL		
Cosmetics and toiletries	$ ______	$ ______
Barber shop and beauty parlor	______	______
Smoking supplies	______	______
Stationery, postage	______	______
Other	______	______
TOTAL		
MEDICAL AND HEALTH		
Medicine and drugs	$ ______	$ ______
Doctors, dentists, optometrists	______	______
Hospitals and nursing facilities	______	______
Eyeglasses, hearing aids, etc.	______	______
Medical and health insurance premiums	______	______
Other	______	______
TOTAL		
AUTOMOBILES AND TRANSPORTATION		
Monthly portion of purchase price	$ ______	$ ______
Repairs	______	______
Gasoline, oil, lubricants	______	______
License (drivers and registration)	______	______
Insurance	______	______
Other transportation: railroad, bus, subway, plane, taxi, limo	______	______
TOTAL		

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Expenditures	Monthly Average	Annual Average
RECREATION AND OTHER		
Books, newspapers, magazines	$	$
Club memberships, dues, etc		
Television and maintenance		
Movies, sports events, concerts, theater, etc		
Hobby and sports equipment and supplies		
Vacations, holiday celebrations, weekends, other trips		
Adult education		
Pets, pet foods and supplies, license		
Contributions		
Gifts		
Other		
TOTAL		
TAXES, INTEREST ON DEBTS, INSURANCE		
Federal and state income taxes	$	$
Personal property, and property taxes		
Interest, amortization of loans		
Life insurance premiums and annuity payments		
Liability and personal property insurance premiums		
Other		
TOTAL		

Expenditures	Monthly Average	Annual Average
SAVINGS AND INVESTMENTS		
Savings banks, savings associations	$	$
Payments into company pensions, and profit sharing programs		
Private purchases of stocks, bonds, real estate, other investments		
Other		
TOTAL	$	$
GRAND TOTAL	$	$

Cost-of-Living Totals

Expense Item	Needed Monthly	Needed Annually
Shelter	$	$
Household maintenance		
Home purchases		
Automobiles and transportation		
Food		
Clothing		
Personal		
Medical and health		
Recreation and other		
Taxes, interest due, and insurance		
Savings and investments		
TOTALS	$	$